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ABSTRACT

This resource package has been prepared as a means for distributing not only the results of the 1978 British Columbia Assessment of Written Expression but also to provide educators with clear, well-organized, classroom-ready materials which will assist them in teaching and evaluating the skills of written expression. It contains all of the test exercises from the provincial assessments, together with marking scales, provincial results, and further suggestions for teaching and evaluating each writing skill. The assessment was conducted at the grade 12 level. However, many teachers have reported that the exercises and scales could easily be used at, or adapted for, other grade levels. The exercises utilize the re-emerging assumptions that the English/Language Arts program should be based on the competencies actually required in adult life and that these skills can be specifically taught, learned, and measured. (Author/BW)

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BRITISH COLUMBIA
ASSESSMENT OF
WRITTEN EXPRESSION
1978

Teaching and Evaluating Student Writing

(Secondary Grades)

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LEARNING ASSESSMENT BRANCH
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PROVINCE OF BRITISH COLUMBIA

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Victoria
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LEARNING ASSESSMENT BRANCH

TEACHING AND EVALUATING STUDENT WRITING

UTILIZING MATERIALS DEVELOPED FOR THE 1978 ASSESSMENT OF WRITTEN EXPRESSION

This package of materials has been prepared for teachers of Language Arts and English for their use in British Columbia classrooms. The materials include all of the test exercises, marking scales, and results from the 1978 assessment. Classroom-usable examples of student writing for each exercise, as well as further suggestions for teaching and evaluation each of the writing skills, are also included. PLEASE READ THE INTRODUCTION BEFORE USING THE MATERIALS WITH YOUR STUDENTS.

We hope you find the looseleaf format useful--you are encouraged to duplicate the exercises, scales, and exemplars for use with your students. We suggest that the materials be kept either in a clip binder or in file folders, organized according to individual skills. The latter suggestion would also allow for storage of class sets of materials, ready for immediate use.

We would appreciate your comments on the content and arrangement of the package so that we can continue to improve future packages of materials.

LEARNING ASSESSMENT BRANCH

TEACHING AND EVALUATING
STUDENT WRITING

General Introduction

LEARNING ASSESSMENT BRANCH
THE MINISTRY OF EDUCATION
PROVINCE OF BRITISH COLUMBIA

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TEACHING AND EVALUATING STUDENT WRITING

GENERAL INTRODUCTION

ACKNOWLEDGEMENTS

The Ministry of Education gratefully acknowledges the services of the people, listed below, who have contributed to the production of this resource materials package.

The members of the 1978 Assessment of Written Expression Contract Team, who developed the test exercises, refined the marking scales, and designed the overall assessment project:

Robert Conry (U.B.C.)
Denis Rodgers (U.B.C.)
Lyn Glazier (Vancouver)
Arnald Muir (North Vancouver)
Maureen Noonan (West Vancouver)

The members of the 1978 Assessment of Written Expression Management Committee, who were responsible for overseeing the work of the assessment and for offering constructive criticism and advice to the Contract Team:

Bill Atkinson (Quesnel)
Fred Bowers (U.B.C.)
Rick Cooper (Vancouver)
Aileen Fletcher (Powell River)
Nancy Greer (Ministry of Education)
John McVicar (Ministry of Education)
Sylvia Rayer (West Vancouver)
Jan Sarkissian (Victoria)

The teachers who, using the pilot test responses, developed and refined the marking criteria (scales) which were used in the assessment:

John Ashworth (Vancouver)
William Atkinson (Quesnel)
David Barnett (U.B.C.)
Audrey Bragagnolo (Vancouver)
Rod Brown (Nanaimo)
Nancy Buan (Vancouver)
Larry Carlson (New Westminster)
Anne Clemens (Coquitlam)
Rick Cooper (Vancouver)
Jessie Duplissey (Vancouver)
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George Hawksworth (New Westminster)
Sharon Jeroski (U.B.C.)
Joyanne Landers (Coquitlam)
Peggy McCartney (U.B.C.)
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Nora Medenwaldt (Burnaby)
William Mumford (Vancouver)
Jorgen Nielsen (Burnaby)
Alice Njaa (Burnaby)
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Sylvia Pritchard (Coquitlam)
Lois Rain (Richmond)
Fred Rezanson (Burnaby)
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Joanne Ryeburn (New Westminster)
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Iris Stacey (Burnaby)
James Strilesky (Richmond)
Del Sturhahn (Vancouver)
Allison Sullings (Vancouver)
Robert Sweet (U.B.C.)
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John Wiebe (Burnaby)
Jude Williams (Delta)

The individuals who worked with the test exercises, scales, and results, added the preambles and teaching suggestions, and prepared these resource packages for this publication.

John McVicar, Project Director (Ministry of Education)
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Faye Erbe (Richmond)
Clara Penner (Surrey)
Jude Williams (Delta)
Berenice Wood (Burnaby)
Sandra Young (Shuswap)

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GENERAL INTRODUCTION

This resource package has been prepared as a means for distributing not only the results of the 1978 Assessment of Written Expression but also to provide educators with clear, well-organized, classroom-ready materials which will assist them in teaching and evaluating the skills of Written Expression. It contains all of the test exercises from the provincial assessments, together with marking scales, provincial results, and further suggestions for teaching and evaluating each writing skill. It is hoped that the package will enable teachers to clarify the goals of their composition programs and to communicate these clearly to students and parents. In addition, it is believed that the method of "scaling" compositions presented here is a simpler, more accurate means of measuring and evaluating student writing than many of the more impressionistic methods traditionally utilized by teachers.

These packages grew out of the 1978 British Columbia Assessment of Written Expression. That assessment proceeded from a skills analysis of all of the various forms of writing likely to be required of a competent Grade 12 graduate in his/her adult roles as a citizen, worker, learner, and creative individual. The test exercises were designed to elicit specific clearly defined skills which had been so identified and were given to sample classes throughout the province at the Grade 4, 8, and 12 levels.

Three types of exercises were developed for the provincial assessment. These are Directed Writing materials, a Global Essay, and some Editing and Proofreading exercises.

Directed Writing - these exercises were designed to cue students to respond to a situation using a particular skill (e.g. students were asked to write a letter appropriate to a given situation and their responses were graded for the presence of the correct conventions of the formal social letter).

Global Essay - students were asked to write a relatively lengthy composition, choosing either a narrative or expository format.

Editing/Proofreading - students were asked to correct errors or to provide missing mechanical elements from a piece of writing (e.g. punctuation, capitalization, abbreviations, usage).

The materials presented here have been designed to assist teachers of Language Arts and English at all grade levels. However, since the Grade 12 exercises would be of little instructional value to elementary teachers and the Grade 4 materials would be of little use to secondary teachers (and in the interests of keeping the size of the package to a realistic level), the materials have been split into two packages. One package, incorporating the grades 4 and 8 materials, has been designed for teachers of grades one to eight; the other package utilizes materials from the grade 8 and 12 tests and is designed for use by secondary teachers.

The assessment was conducted at the grades 4, 8, and 12 levels. However, since many teachers have reported that the exercises and scales could easily be used at, or adapted for, other grade levels, the exercises have been KEYED throughout the two packages. All exercises, scales, and sample papers for the grade 4 level were keyed as "EXERCISE 1". At the Grade 8 level they were keyed "EXERCISE 2", while the Grade 12 materials were keyed "EXERCISE 3".

Please note that only a few of the hundreds of identifiable writing skills are represented here. This package does not represent a total writing curriculum, but it is a beginning.

Note also that the writing skills in this package have not been prioritized in any way. All of them are considered to be important, but there is no suggestion that they are of equal weight. The package has been organized so that the directed writing skills are presented first, followed by the narrative and expository exercises.

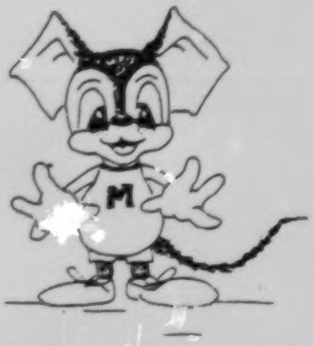
All teachers who use these exercises and scales are strongly encouraged to read both the Summary Report and the General Report of the 1978 Assessment of Written Expression. The Summary Report is available in each school in British Columbia and copies of the General Report are located in each School District office. Additional copies may be obtained by writing to the Learning Assessment Branch in Victoria.

Teachers should find the materials in this package particularly timely and useful since they utilize the re-emerging assumptions that the English/Language Arts program should be based on the competencies actually required in adult life and that these skills can be specifically taught, learned, and measured.

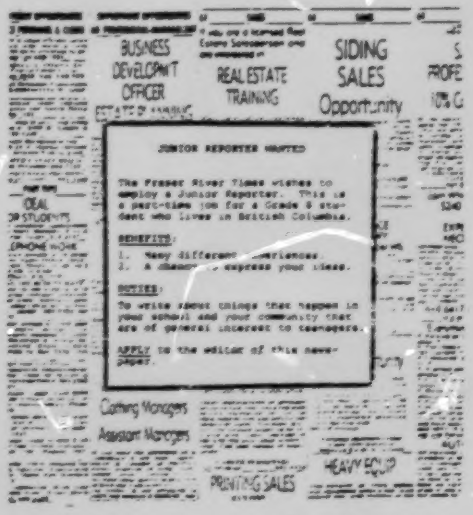
The Test Exercises

The exercises were originally developed for the 1978 Assessment of Written Expression. Most of them were written so as to relate to a theme which had been selected for each grade level.

At the Grade 4 level the theme was generally "Marty Mouse as Camp Mascot", and each exercise was introduced by some characterization of Marty Mouse.



At the Grade 8 level the theme related to an advertisement for a Junior Reporter and activities related to that position.


BUSINESS
DEVELOPMNT
OFFICER
REAL ESTATE
TRAINING
SIDING
SALES
Opportunity
IDEAL
FOR STUDENTS
Clothing Managers
Assistant Managers
PRINTING SALES
HEAVY EQUIP

JUNIOR REPORTER WANTED

The Fraser River Times wishes to employ a Junior Reporter. This is a part-time job for a Grade 8 student who lives in British Columbia.

BENEFITS:

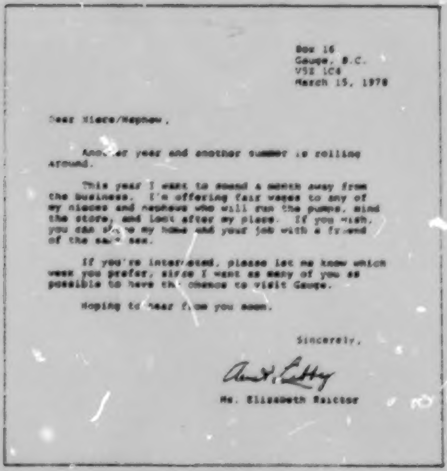
1. Many different experiences.
2. A chance to express your ideas.

DUTIES:

To write about things that happen in your school and your community that are of general interest to teenagers.

APPLY to the editor of this newspaper.

At the Grade 12 level the theme concerned a mythical town, Gauge, B.C., Aunt Libby, and the running of a store/gas station with a friend.



Box 16
Gauge, B.C.
V5E 1C4
March 15, 1978

Dear Niece/Nephew,

Another year and another summer is rolling around.

This year I want to spend a month away from the business. I'm offering fair wages to any of my nieces and nephews who will run the pumps, mind the store, and look after my place. If you wish, you can share my home and your job with a friend of the same sex.

If you're interested, please let me know which week you prefer, since I want as many of you as possible to have the chance to visit Gauge.

Hoping to hear from you soon.

Sincerely,

Aunt Libby

Ms. Elizabeth Raistor

These thematic contexts were used to create continuity and heighten interest for students.

In order to allow more flexible use of the exercises and other materials in this package, they have been coded as follows:

Grade 4 - Exercise 1
Grade 8 - Exercise 2
Grade 12 - Exercise 3

Within a given school or classroom situation, the test exercises could easily become overused. Use them, but also develop alternative exercises that can be used with the same scale and sample student responses. Once a teacher feels confident with the scales and the rationale behind each skill, he/she can create other thematic approaches for a whole new series of exercises. Such a theme might be a 'Star Wars' theme. Such a thematic context often creates continuity for students.

The Marking Scales

The concept of "scaling" is presented here as an alternative to the traditional practice of marking merely for grades. Teachers (and their students) require a procedure for measuring and evaluating writing which designates mastery of certain skills much more precisely than does a 'pass' or a letter grade. The marking scales in this package have been designed not only to indicate the presence of certain basic skills but also to measure the degree of each student's mastery of those skills.

The marking scales for the 1978 Assessment of Written Expression were originally developed by groups of teachers using actual student responses to pilot versions of the tests. Each marking scale consists of several clearly defined points which describe in detail the characteristics of various levels of student response.

A good scale simplifies the chores of marking to that of a "sorting" process. This sorting process means, simply, that each student paper will fall within the confines of a specific category, or scale point, according to the description of that point on the scale as devised for that specific skill. Thus, each paper will fit somewhere on the scale as a result of the stated specific and unique limits of each point on the scale. Therefore, it is highly effective as a means of marking for purposes of diagnosis and measurement of student achievement and progress.

The following are some worthwhile suggestions for using marking scales:

1. Familiarize your students with the marking scales by which their work will be evaluated. Make sets of scales and sample responses for class or group discussion.
2. It might be advisable to "block out" the Provincial Results and grade level designation when using the marking scales with the students.
3. When working with a scale or series of scales, the teacher's task becomes one of sorting student papers into piles representing levels of competency or mastery.
4. Avoid being influenced by characteristics of the writing which are not being scaled. Focus only on the skill you are scaling at the moment.
5. Teachers should feel free to revise the marking scales. You may find that there are too many--or too few--scale points. Or you may wish to alter the wording of particular scale points.
6. The 'scale-and-sort' method of measuring student competence is not limited in its application to writing skills. In fact, it adapts well to virtually all instructional situations. Design your own scales for marking speeches,

art projects, or the content of literature essays.

The Assessment Results and Interpretation Panel Judgements

Throughout these packages of materials, there is a section below each marking scale which indicates two important pieces of information: The first of these indicates the percentage of students in the provincial sample whose work was 'scaled' into each scale point category. The second piece of information is a dotted line which is the point along the scale which represents the dividing line between 'minimally acceptable' and 'unacceptable' levels of achievement, according to the collective judgement of a panel of educators and the public. This information is presented as in the example below:

PROVINCIAL RESULTS - Grade 8

Scale Point	1	2	3	4
Percent of Students	26	10	19	43

In situations in which the 'percent of students column does not add up to 100, the difference is accounted for by papers which were off the topic, blank, illegible, or incomplete.

The dotted vertical line is the Interpretation Panel's 'cut-off point' which divides those papers which were judged to be 'acceptable' from those which were judged 'unacceptable'.

In arriving at their judgements, the Interpretation Panels for each grade level used the scale point descriptions and sample student papers which are reproduced in these packages. Teachers may wish to set their standards differently or alter the 'cut-off points' which are presented here in light of their knowledge of local expectations or some other variable not considered in a provincial assessment.

The Sample Papers

Each of the sample papers presented in this package was scaled by three different teachers during the assessment marking sessions and was sorted into the same scale point on all three occasions. This high degree of reliability should help to make these papers excellent teaching tools in the classroom as examples of the characteristics which each scale point will have.

For some scales in the Narrative/Expository section there are no sample papers for some scale points (usually the highest scale point) due to the fact that none of the papers which were graded on three occasions seemed to fit the demands of that scale point (at least, in the judgements of all three markers).

Further Suggestions for Teaching

Further suggestions for teaching and evaluating each skill have been included in each section of this package. Use these if you find them applicable; in addition, design your own alternative exercises and scales. Send your successful ideas to the Learning Assessment Branch for inclusion in subsequent editions of this project. Suggestions or inquiries should be addressed to:

Learning Assessment Branch
Ministry of Education
Parliament Buildings
Victoria, B. C.
V8V 1X4

TEACHING AND EVALUATING
STUDENT WRITING

Directed Writing Skills

(Secondary Grades)

LEARNING ASSESSMENT BRANCH
THE MINISTRY OF EDUCATION
PROVINCE OF BRITISH COLUMBIA

DIRECTED WRITING SKILLS

(SECONDARY GRADE LEVELS)

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Uses Correct Conventions of the Formal Social Letter . . . . DW 28

Uses Terse Telegraphic Speech Style . . . . DW 33

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Describes Human Physical Features and Details of Clothing . . . . DW 50

Describes a Setting Using Spatial Terms . . . . DW 59

Selects Nouns, Verbs, Adjectives and Adverbs to Reinforce a Specific Mood . . . . DW 68

Observes Detail in Places and Events . . . . DW 76

Distinguishes Between Essential and Peripheral Detail . . . . . . DW 84

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Makes a Judgement, Elaborates an Opinion . . . . DW 103

Selects Detail to Support a Viewpoint . . . . DW 112

Summarizes a Main Idea in a Single Sentence . . . . DW 121

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Displays Coherence and Unity of Tone and Impression . . . . DW 138

Conveys Personality Through Selected Details . . . . DW 143

Organizes Events in a Logical Sequence . . . . DW 153

INTRODUCTION

The Directed Writing exercises were designed to cue students to respond to a given situation in such a way that they would demonstrate their current levels of competence with regard to a particular and well-defined writing skill. Levels of competence are represented by scale points on the marking scale.

The Directed Writing materials in this package deal with nineteen distinct skills. Each skill section consists of the following:

1. An introduction to the skill.
2. Exercise 2 (grade 8).
3. Exercise 3 (grade 12).
4. Marking scales, provincial results, and interpretation panel judgements for this skill.
5. Additional suggestions for teaching and evaluating the skill.

Some of the skills were tested provincially at one grade level only. Therefore, only one exercise is provided for each of the following skills:

1. Uses appropriate tone in letters (Exercise 3).
2. Shows ability to generate ideas and associations (Exercise 3).
3. Displays coherence and unity of tone and impression (Exercise 3).

However, the exercise, scale, and teaching suggestions which are provided in each case may be useful at any grade level.

Please note that specific grade level reference has been minimized to permit more flexible use of these materials. The exercises, scales, and sample papers have been labelled as follows:

Exercise 1 - Corresponding to Grade 4 (not included in this package)

Exercise 2 - Corresponding to Grade 8

Exercise 3 - Corresponding to Grade 12

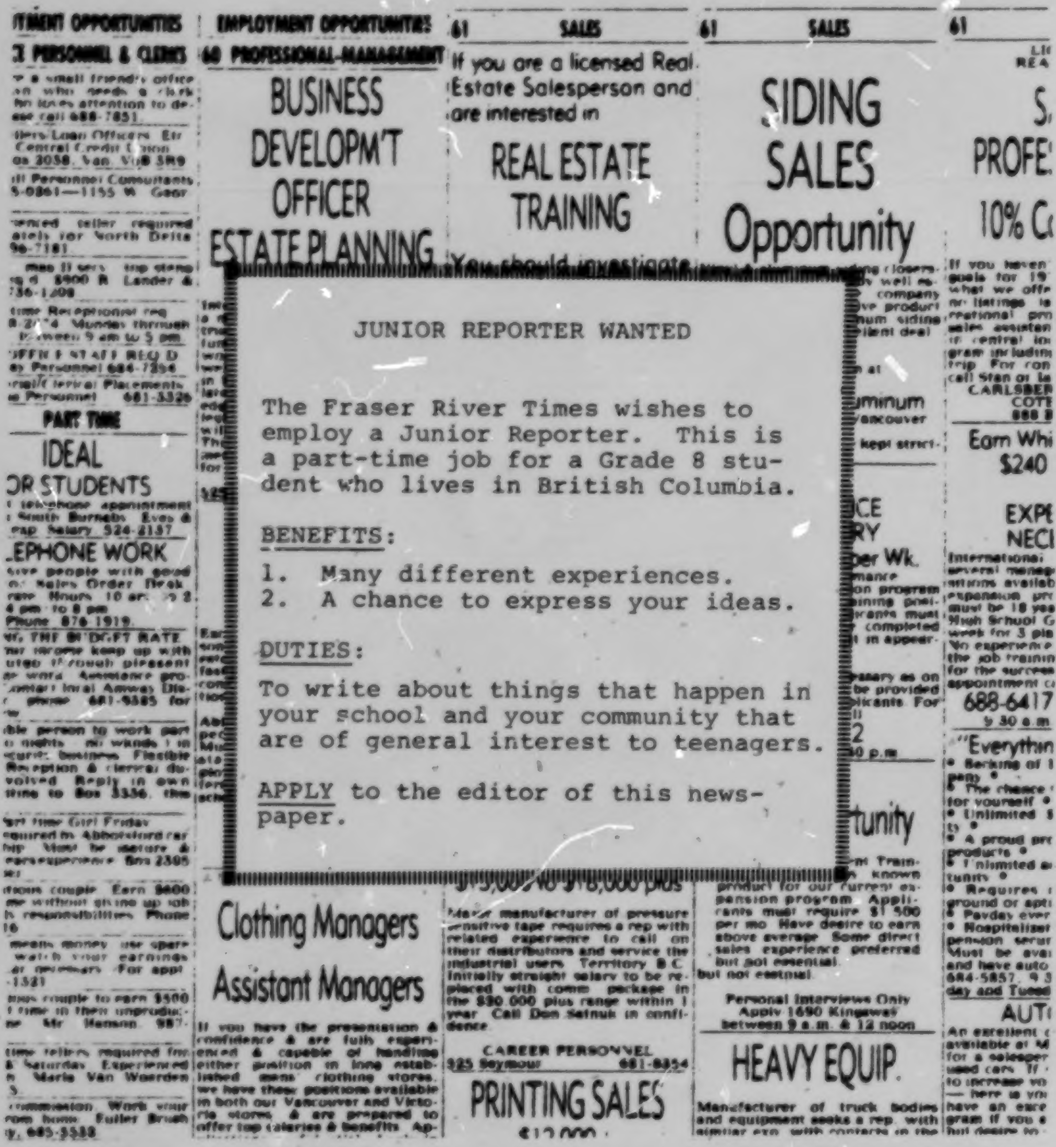
As mentioned in the General Introduction, the tests were designed around certain themes at each grade level in order to stimulate interest and to elicit better writing from the students. The introductory pages for Grades 8 and 12 are reproduced in full. Teachers may find that students would be more aware of the situation regarding the individual exercises if they are introduced to the themes prior to using the exercises. Teachers might also consider designing exercises for their classes around current or local interests.

READ THE GENERAL INTRODUCTION TO THIS PACKAGE BEFORE
USING ANY OF THESE MATERIALS WITH YOUR CLASSES.

INTRODUCTION TO GRADE 8 EXERCISES

When this ad appeared in your local weekly newspaper you applied for the job - and got it. Congratulations! Turn the page to find out what you have to do.

Employment Opportunities



JUNIOR REPORTER WANTED

The Fraser River Times wishes to employ a Junior Reporter. This is a part-time job for a Grade 8 student who lives in British Columbia.

BENEFITS:

1. Many different experiences.
2. A chance to express your ideas.

DUTIES:

To write about things that happen in your school and your community that are of general interest to teenagers.

APPLY to the editor of this newspaper.

INTRODUCTION TO GRADE 12 EXERCISES

You have received the following letter from your Aunt Libby. She owns a gas station and general store in the small town of Gauge, B. C.

Box 16
Gauge, B.C.
V5Z 1C4
March 15, 1978

Dear Niece/Nephew,

Another year and another summer is rolling around.

This year I want to spend a month away from the business. I'm offering fair wages to any of my nieces and nephews who will run the pumps, mind the store, and look after my place. If you wish, you can share my home and your job with a friend of the same sex.

If you're interested, please let me know which week you prefer, since I want as many of you as possible to have the chance to visit Gauge.

Hoping to hear from you soon.

Sincerely,

Aunt Libby

Ms. Elizabeth Raittor

SKILL: USES CORRECT MECHANICS OF LETTER AND ENVELOPE FORMAT

When judging for correct format of both letters and envelopes, it is important to realize that the content of the letter is not taken into consideration.

Provincially, only format was considered at the Grade 8 level, while both format and matters such as tone, content, and appearance were scaled at the Grade 12 level. (See skill-section "Uses Correct Conventions of the Formal Social", beginning on page

Note: Either marking scale may be used at any grade level as they are very similar in form and content.

This skill is referred to as SKILL 1 in the Assessment of Written Expression reports.

SKILL: USES CORRECT MECHANICS OF LETTER FORMAT EXERCISE 2: LETTER DW 5

An Invitation

Your class is planning a Spring Party in the gymnasium next Friday afternoon, from three until five.

The class has asked you to write a letter inviting last year's teacher, Mr. Fraser, to come to the party. He lives in Goldville, British Columbia, at 289 Brooks Street. His apartment number is 302, and his postal code is V6J 4R2. You are writing from your home address.

ASSIGNMENT: Write a short letter of invitation to Mr. Fraser. Be sure to include your return address, necessary headings and closing.

Basis of the scale: Frequency of major and minor errors.

Major errors: (1) omission of any of the four required elements: date, return address, opening, closing (2) ordering of information in the address/date block.

Minor Errors: (1) spacing/alignment (2) inclusion of unnecessary information (for example, 'From' or sender's name in address/date block) (3) punctuation in address/date, opening or closing (4) capitalization in address/date, opening or closing.

Note: count each omission of a required element as a major error, each punctuation error as one minor error, etc.

Scale Point 1: Two major errors or more than four minor errors.

Scale Point 2: One major error and no more than four minor errors.

Scale Point 3: No major errors. No more than four minor errors.

Scale Point 4: No major errors. No more than one minor error.

PROVINCIAL RESULTS (Grade 8)

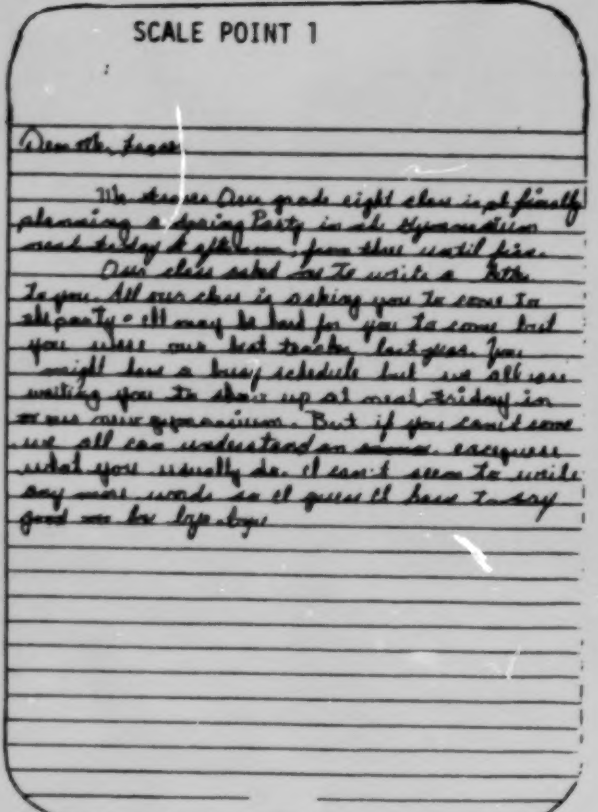
Scale Point	1	2	3	4
Percent of Students	53	33	7	4

*The Interpretation Panel did not reach consensus as to whether or not Scale Point 3 represents a Minimally Acceptable level of achievement at this grade level.

SKILL: USES CORRECT MECHANICS OF LETTER

EXERCISE 2: LETTER

SCALE POINT 1

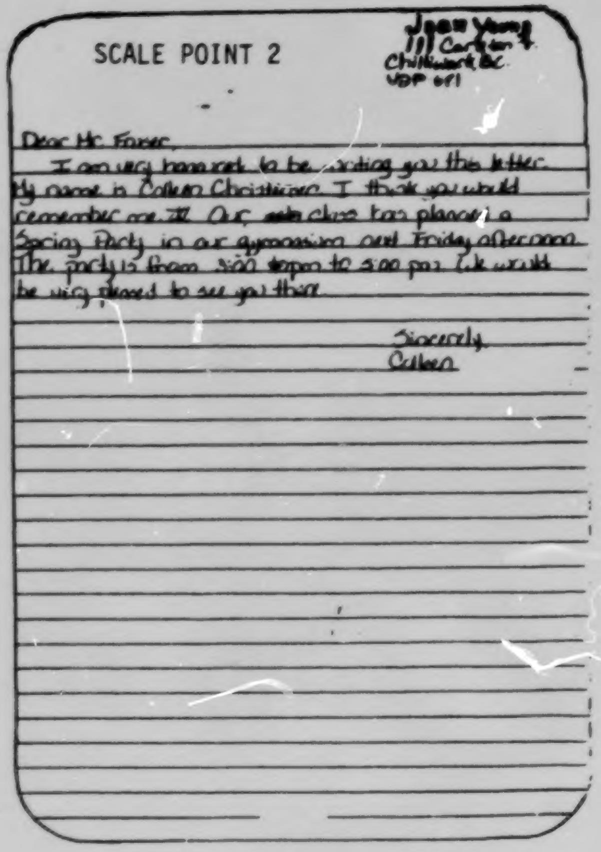


Dear Mr. Fraser

Mr. Fraser Our grade eight class is at finally planning a Spring Party in the Gymnasium next Friday of afternoon, from three until five.

Our class asked me to write a letter to you. All our class is asking you to come to the party. It may be hard for you to come but you were our best teacher last year. You might have a busy schedule but we all are waiting you to show up at next Friday in ~~our~~ our gymnasium. But if you can't come we all can understand an ~~[illegible]~~ excuse what you usually do. I can't seem to write any more words so I guess I have to say good ~~[illegible]~~ bye bye-bye.

SCALE POINT 2



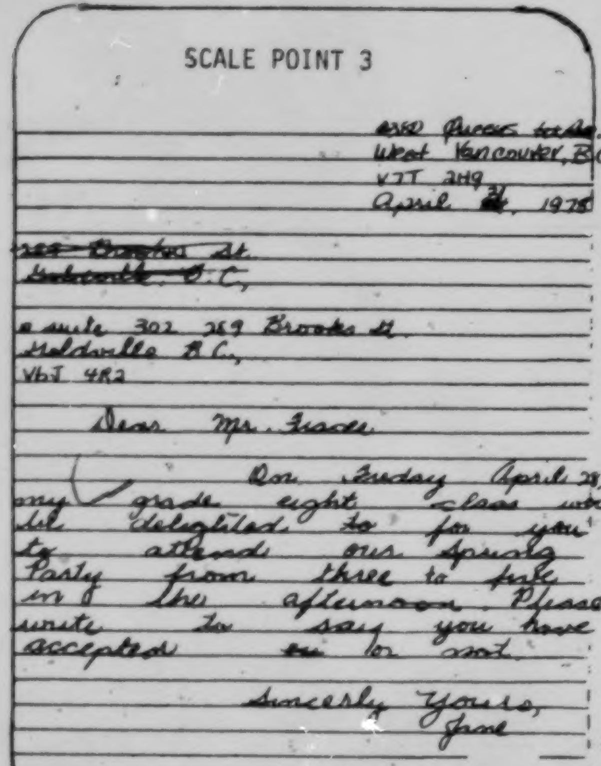
Joan Young
111 Carter St.
Chilliwack B.C.
V2P 6Y1

Dear Mr. Fraser,

I am very honoured to be writing you this letter. My name is Colleen Christison. I think you would remember me. Our ~~[illegible]~~ class has planned a Spring Party in our gymnasium next Friday afternoon. The party is from 3:00 p.m. to 5:00 p.m. We would be very pleased to see you there.

Sincerely,
Colleen

SCALE POINT 3



4380 Queens Ave.
West Vancouver, B.C.,
V7T 2H9
April 21, 1978

~~269 Brooks St.~~
~~Goldsville, B.C.,~~

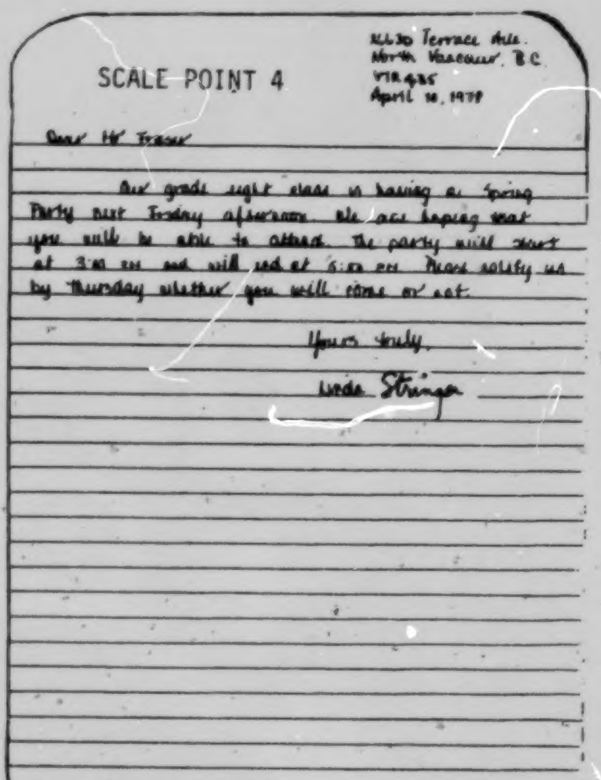
suite 302 269 Brooks St.
Goldville B.C.,
V6J 4R2

Dear Mr. Fraser

On Friday April 28, my grade eight class would be delighted to for you to attend our Spring Party from three to five in the afternoon. Please write to say you have accepted ~~or~~ or not.

Sincerely Yours,
Jane

SCALE POINT 4



2630 Terrace Ave.
North Vancouver, B.C
V7R 4G5
April 10, 1978

Dear Mr Fraser

Our grade eight class is having a Spring Party next Friday afternoon. We are hoping that you will be able to attend. The party will start at 3:00 pm and will end at 5:00 pm. Please notify us by Thursday whether you will come or not.

Yours truly,
Linda Stringer

SKILL: USES CORRECT MECHANICS OF LETTER FORMAT **EXERCISE 3: LETTER** DW 8

You have received the following letter from your Aunt Libby. She owns a gas station and a general store in the small town of Gauge, B.C.

Box 16
Gauge, B.C.
V5Z 1C4
March 15, 1978

Dear Niece/Nephew,

Another year and another summer is rolling around.

This year I want to spend a month away from the business. I'm offering fair wages to any of my nieces and nephews who will run the pumps, mind the store, and look after my place. If you wish, you can share my home and your job with a friend of the same sex.

If you're interested, please let me know which week you prefer, since I want as many of you as possible to have the chance to visit Gauge.

Hoping to hear from you soon.

Sincerely,

Aunt Libby

Ms. Elizabeth Raittor

You and your family agree that you could help out Aunt Libby for one week early in the summer.

ASSIGNMENT: Write a letter of acceptance to Aunt Libby, telling her that you can come for the last week in June. Use standard letter format.

SKILL: USES CORRECT MECHANICS OF LETTER FORMAT EXERCISE 3: LETTER

Basis of the scale: Frequency of major and minor errors.

Major errors: Omission of the address or a major part of the address or date; omission of salutation, closing or name. Count each element or line omitted in address/date block as one major error. Running together of lines of the return address counts as a major error.

Minor errors: Capitalization, punctuation, spacing.

Scale Point 1: Two or more major errors.

Scale Point 2: One major error and a number of minor errors.

Scale Point 3: More than one minor error but NO major errors.

Scale Point 4: No major errors. Allow one minor error.

PROVINCIAL RESULTS (Grade 12)

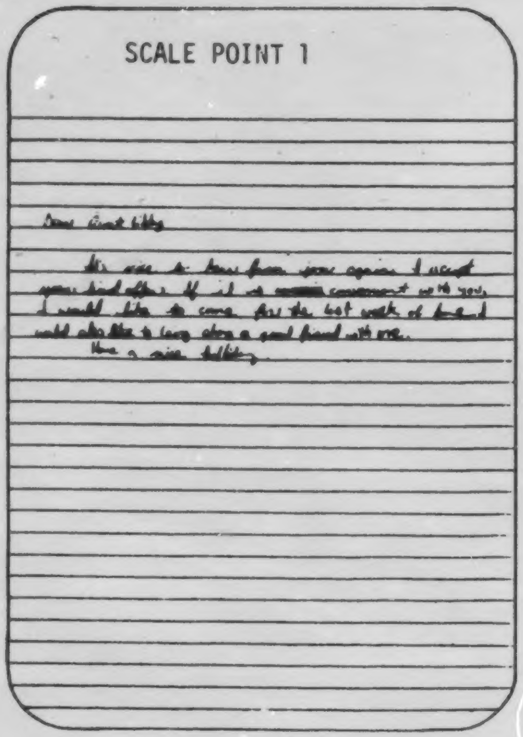
Scale Point	1	2	3	4
Percent of Students	25	7	27	40
		*	*	

*The Interpretation Panel did not reach consensus as to whether or not Scale Point 3 represents a Minimally Acceptable level of achievement at this grade level.

SKILL: USES CORRECT MECHANICS OF LETTER FORMAT

EXERCISE 3: LETTER

DW 10

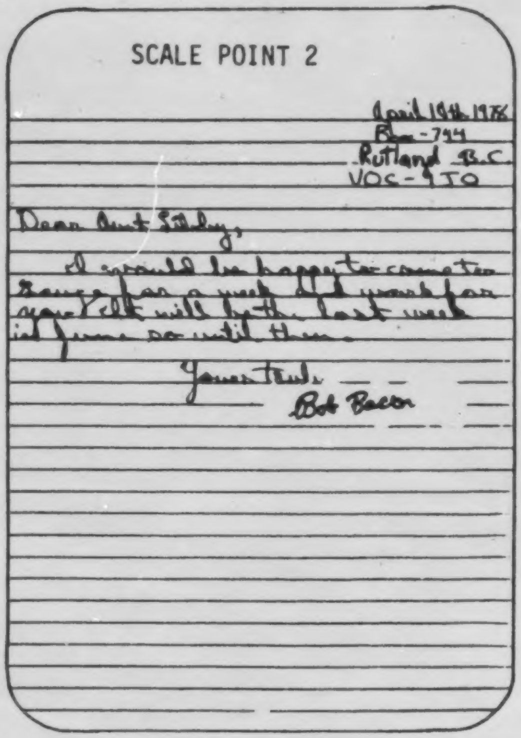


SCALE POINT 1

Dear Aunt Libby

It's nice to hear from you again. I accept your kind offer. If it is [illegible] convenient with you, I would like to come for the last week of June. I would also like to bring along a good friend with me.

Have a nice holiday



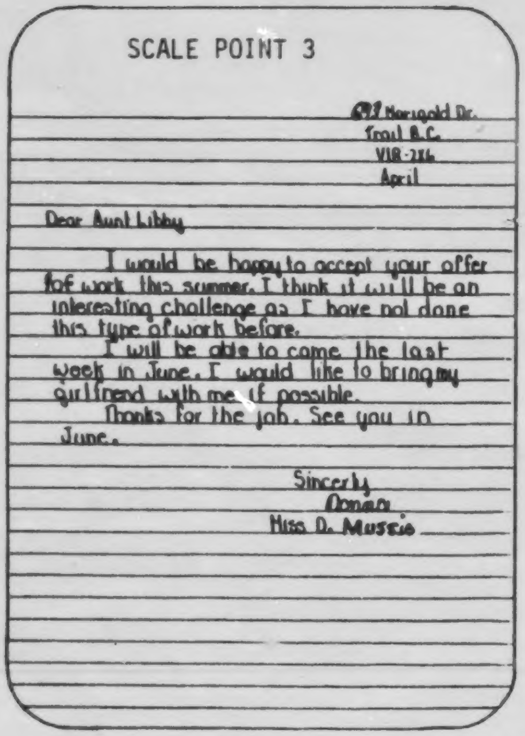
SCALE POINT 2

April 19th 1978
Box-794
Rutland B.C
VOC-9JO

Dear Aunt Libby,

I would be happy to come to your place for a week. I'd work for you. It will be the last week in June so until then

Yours Truly
Bob Bacon



SCALE POINT 3

691 Marigold Dr.
Trail B.C.
V1R-2L6
April

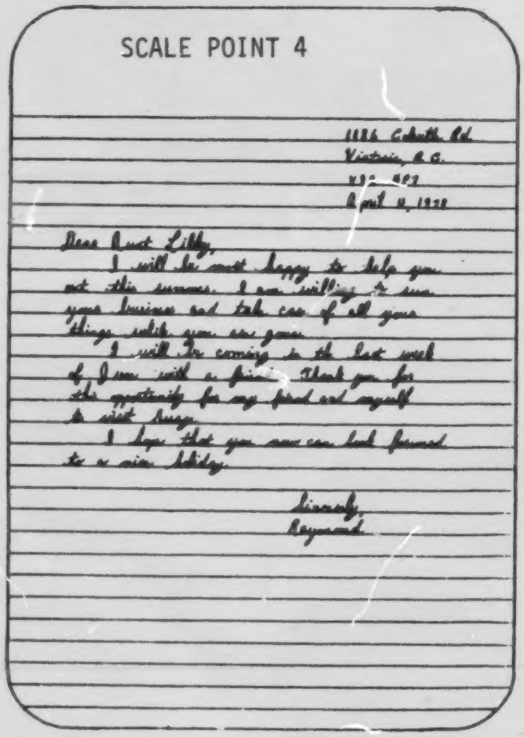
Dear Aunt Libby

I would be happy to accept your offer fof work this summer. I think it will be an interesting challenge as I have not done this type of work before.

I will be able to come the last week in June. I would like to bring my girlfriend with me if possible.

Thanks for the job. See you in June.

Sincerly
Donna
Miss D. Mussio



SCALE POINT 4

1186 [illegible] Rd.
Victoria, B.C.
[illegible]
April 4, 1978

Dear Aunt Libby,

I will be most happy to help you out this summer. I am willing to run your business and take care of all your things while you are gone.

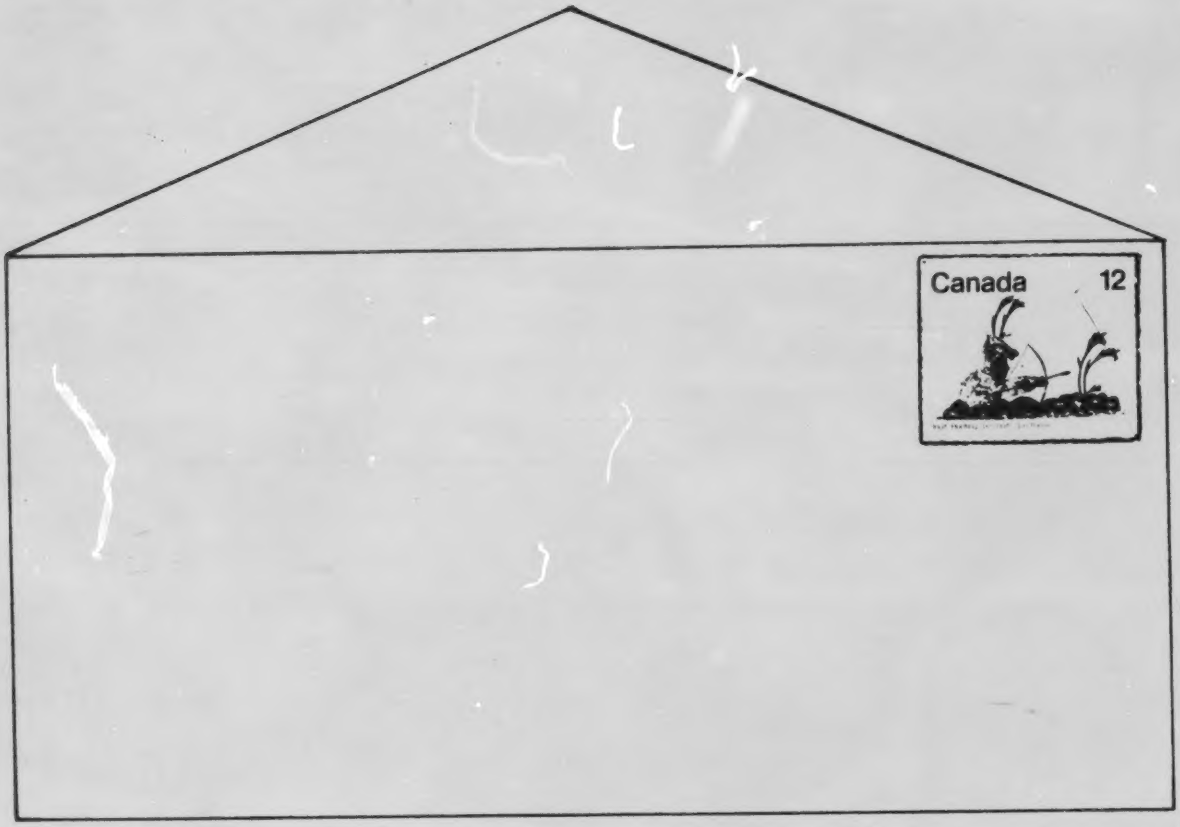
I will be coming in the last week of June with a friend. Thank you for the opportunity for my friend and myself to visit here.

I hope that you now can look forward to a nice holiday.

Sincerely,
Raymond

Mr. Fraser lives in Goldville, British Columbia, at 289 Brooks Street. His apartment number is 302, and his postal code is V6J 4R2. You are writing from your home address.

Here is the envelope for you to address to Mr. Fraser



Either the Grade 8 or Grade 12 scale can be used at any grade level.

Basis of the Scale:

Major Errors:	Serious omission in either address or return address.
Minor Errors:	Inconsistent alignment; improper placement on the envelope; inconsistent punctuation; items out of order.

Scale Point 1:	One or more major errors.
Scale Point 2:	Two or more minor errors. No major errors.
Scale Point 3:	One minor error. No major errors.
Scale Point 4:	No errors.

PROVINCIAL RESULTS (Grade 8)

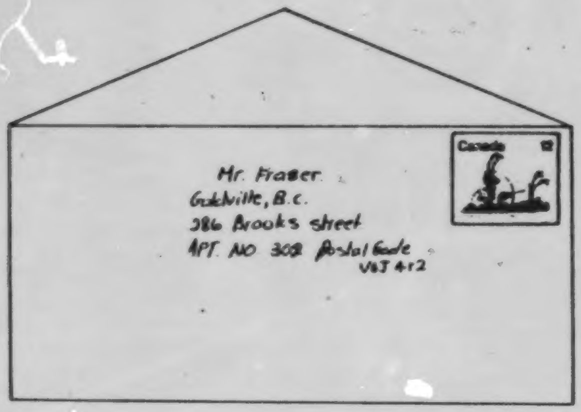
Scale Points	1	2	3	4
Percent of Students	48	37	10	2

* between 1 and 2; * between 2 and 3

*The Interpretation Panel did not reach consensus as to whether or not Scale Point 2 represents a Minimally Acceptable level of achievement at this grade level.

SCALE POINT 1

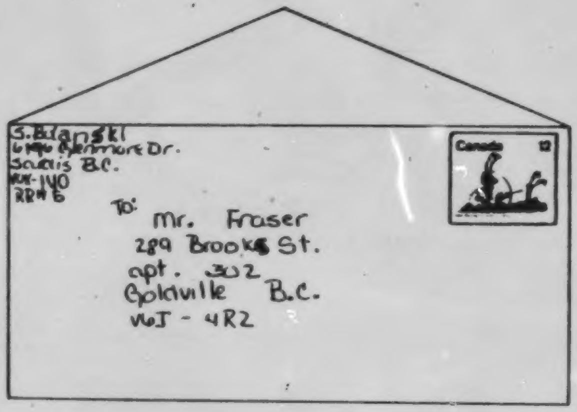
Here is the envelope for you
to address to Mr. Fraser.



Mr. Fraser.
Goldville, B.c.
286 Brooks street
APT. NO 302 Postal Code
V6J 4r2

SCALE POINT 2

Here is the envelope for you
to address to Mr. Fraser.

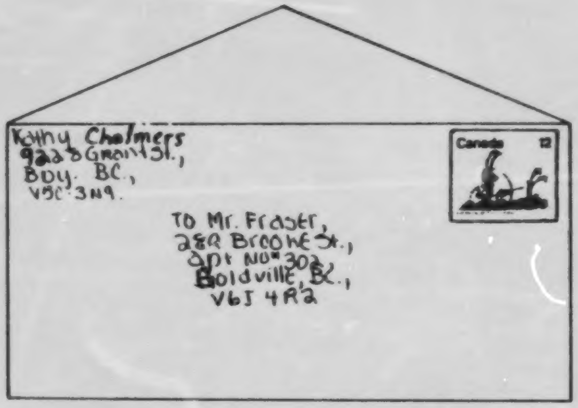


S.Bilanski
6 [illegible] Glenmore Dr.
Sa[illegible]is B.C.
[illegible]-140
RR#6

To:
Mr. Fraser
289 Brooks St.
apt. 302
Goldville B.C.
V6J - 4R2

SCALE POINT 3

Here is the envelope for you
to address to Mr. Fraser.

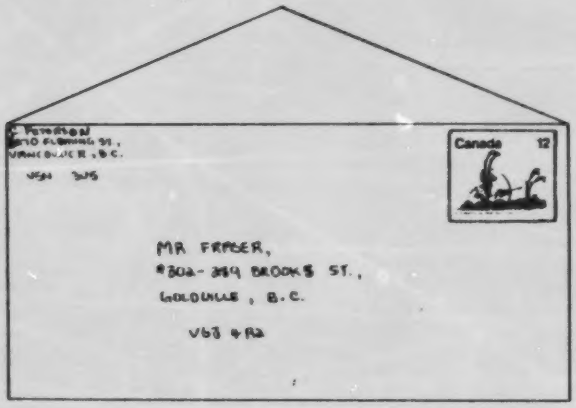


Kathy Chalmers
9228 Grant St.,
Bby. BC,
V5C 3N9.

TO Mr. Fraser,
288 Brooke St.,
apt No# 302,
Goldville, BC.,
V6J 4R2

SCALE POINT 4

Here is the envelope for you
to address to Mr. Fraser.



C. [illegible]
[illegible]10 FLEMING ST.,
VANCOUVER, B.C.
V5N 3J5

MR FRASER,
#302- 289 BROOKS ST.,
GOLDVILLE, B.C.
V6J 4R2

SKILL: USES CORRECT MECHANICS OF ENVELOPE FORMAT **EXERCISE 3: ENVELOPE** DW 14

Address this envelope to Aunt Libby.

Basis of the scale: Frequency of major and minor errors.

Major errors: Missing or incomplete address or return address; seriously confusing spacing (as in running together lines of address or return address). Count each element - name, street, address, city - omitted as a major error.

Minor errors: Punctuation, capitalization, inconsistencies in spacing.

Scale Point 1: More than one major error.

Scale Point 2: One major error and any number of minor errors.

Scale Point 3: More than one minor error. No major errors.

Scale Point 4: No major errors. No more than one minor error.

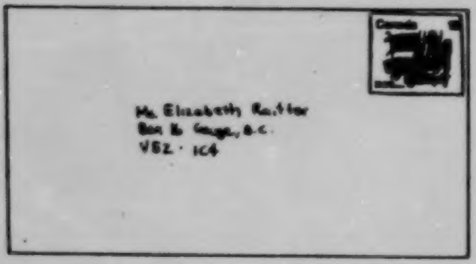
PROVINCIAL RESULTS (Grade 12)

Scale Points	1	2	3	*	4
Percent of Students	33	21	12		33

*Interpretation Panel cut-off point.

SCALE POINT 1

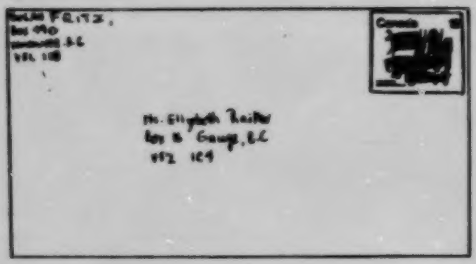
Address this envelope to Aunt Libby.



Ms. Elizabeth Raitter
Box 16 Gauge, B.C.
V5Z · 1C4

SCALE POINT 2

Address this envelope to Aunt Libby.

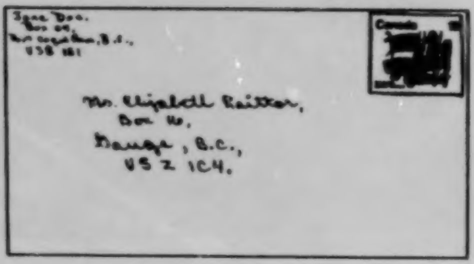


[illegible] FRITZ,
Box 990
[illegible], B.C
V5L 1[illegible]

Ms. Elizabeth Raitter
Box 16 Gauge, B.C
V5Z 1C4

SCALE POINT 3

Address this envelope to Aunt Libby.

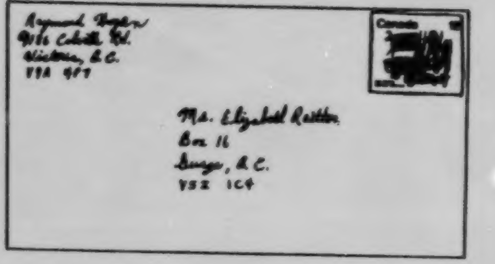


Jane Doe.
Box 69,
Port Coquitlam, B.C.,
V3B 1E1

Ms. Elizabeth Raitter,
Box 16,
Gauge, B.C.,
V5Z 1C4.

SCALE POINT 4

Address this envelope to Aunt Libby.



Raymond [illegible]
9116 Cobalt Rd.
Victoria, B.C.
V9A 4P7

Ms. Elizabeth Raitter
Box 16
Gauge, B.C.
V5Z 1C4

SUGGESTIONS FOR TEACHING:

(1) Apply to literature selections by having the student write one of the following:

a) letters between characters in a selection.

b) letter from the student to the author asking questions about theme, symbolism, or the motives behind some of the character's actions.

c) letter with the student assuming the role of author answering letters written by other students under assignment (b).

(2) Adapt the skill to everyday life situations:

a) letter to editor

b) letter of complaint, congratulations or recommendation

c) request for information

d) letter of reference or application

e) letter of sympathy or condolence

f) letter of invitation or acceptance/decline of invitation

g) letters expressing thanks

(3) The teacher may make an enlarged chart with a correct version for students to check their own work.

SKILL: CORRECTLY FOLLOWS DIRECTIONS WHEN COMPLETING PRINTED FORMS

"Form Filling" has become an essential exercise in daily life in our society. Unfortunately, many students are not aware of the fact that forms must be completely filled out to the specifications of each form to be acceptable.

This skill is referred to as SKILL 4 in the Assessment of Written Expression reports.

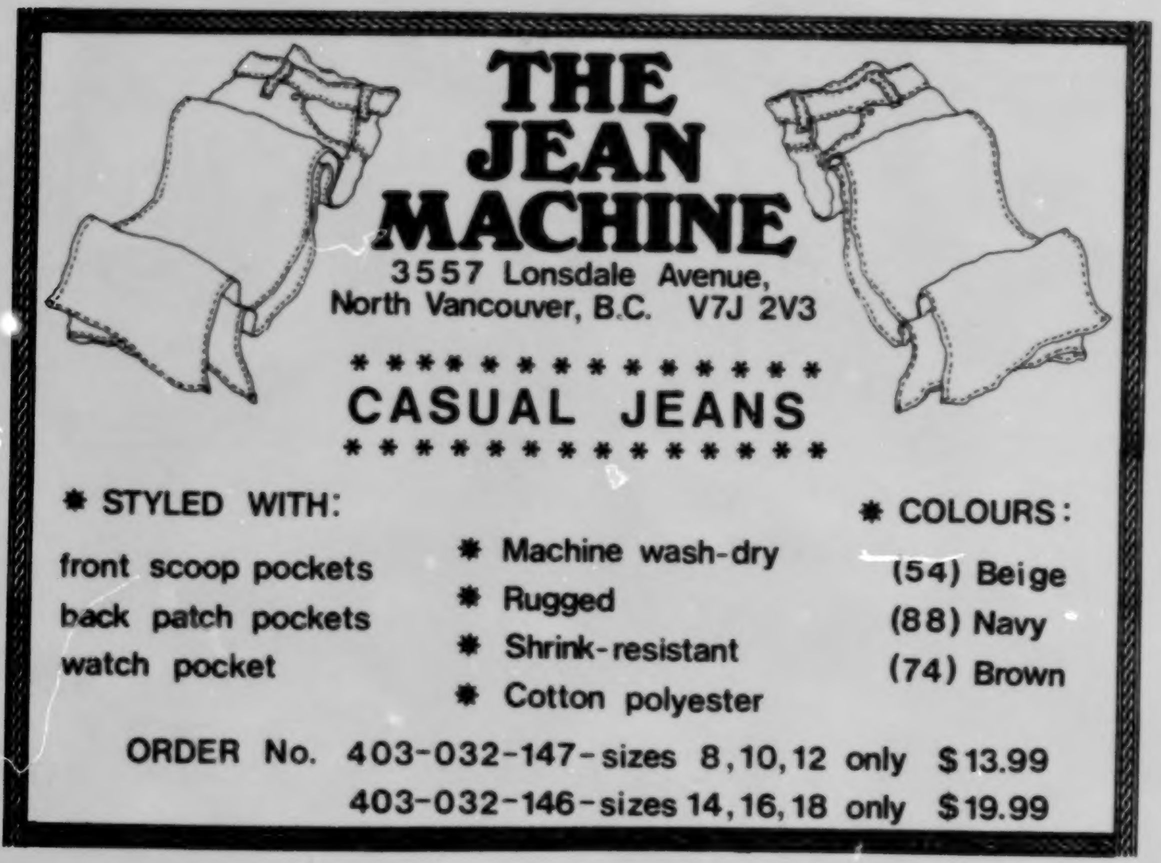
SKILL: CORRECTLY FOLLOWS DIRECTIONS WHEN COMPLETING PRINTED FORMS

EXERCISE 2: FORM
(Page 1 of 2 pages)

DW 19

You ripped your favourite jeans in the accident on the railway tracks. With your first pay cheque you write to order a new pair of jeans from The Jean Machine. Their advertisement is below.

ASSIGNMENT: Using the information in the advertisement complete the order form. You may use an imaginary name and address if you wish.



THE JEAN MACHINE

3557 Lonsdale Avenue,
North Vancouver, B.C. V7J 2V3

* * * * * * * * * * * * * * *

CASUAL JEANS

* * * * * * * * * * * * * * *

*** STYLED WITH:**
- front scoop pockets
- back patch pockets
- watch pocket

- * Machine wash-dry
- * Rugged
- * Shrink-resistant
- * Cotton polyester

*** COLOURS:**
- (54) Beige
- (88) Navy
- (74) Brown

ORDER No. 403-032-147-sizes 8,10,12 only $13.99
403-032-146-sizes 14,16,18 only $19.99

- ORDER FORM -

THE JEAN MACHINE

3557 Lonsdale Avenue
North Vancouver, B. C.
V7J 2V3

1. Name (please PRINT):

____
Last Name First Name Middle Initial

2. Full mailing address (please PRINT):

____

____

____

3. Telephone No. _______________

4. Goods Wanted: ________________ Order No. __________

5. Size: ___________ Colour: _________ Price: _______

To receive your free birthday gift, state:

6. Your Age: _______ Date of Birth: ____________________
Year Month Day

Note: This scale would need to be modified were any other forms to be scaled.

Basis of the scale: Necessary information included and properly entered.

Points to count:
- name
- correct address (not address of 'Jean Machine' or omitted)
- address correctly entered (not all on one line)
- telephone number
- goods wanted
- order number
- colour number
- size and price (must agree with size)
- age and date of birth (should agree)

Scale Point 1: Three or fewer of the above list satisfactory.

Scale Point 2: Four or five of the above list satisfactory.

Scale Point 3: Six or seven of the above list satisfactory.

Scale Point 4: All elements entered but contains some minor errors such as punctuation, capitalization or spelling.

Scale Point 5: Flawless.

PROVINCIAL RESULTS (Grade 8)

Scale Points	1	2	3	4	5
Percent of Students	2	11	38	47	1

*

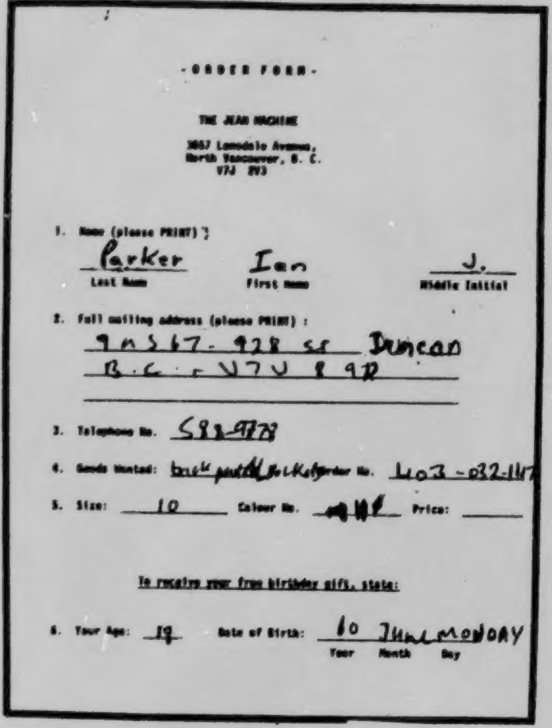
*Interpretation Panel cut-off point.

SKILL: CORRECTLY FOLLOWS DIRECTIONS WHEN COMPLETING PRINTED FORMS

EXERCISE 2: JEAN MACHINE

DW 22

SCALE POINT 1



-ORDER FORM-

THE JEAN MACHINE

3567 Lonsdale Avenue,
North Vancouver, B. C.
V7J 2Y3

1. Name (please PRINT) :
Parker Ian J.
Last Name First Name Middle Initial

2. Full mailing address (please PRINT) :
9n567- 928 st Duncan
B.C., V7V 8 9R

3. Telephone No. 593-9779

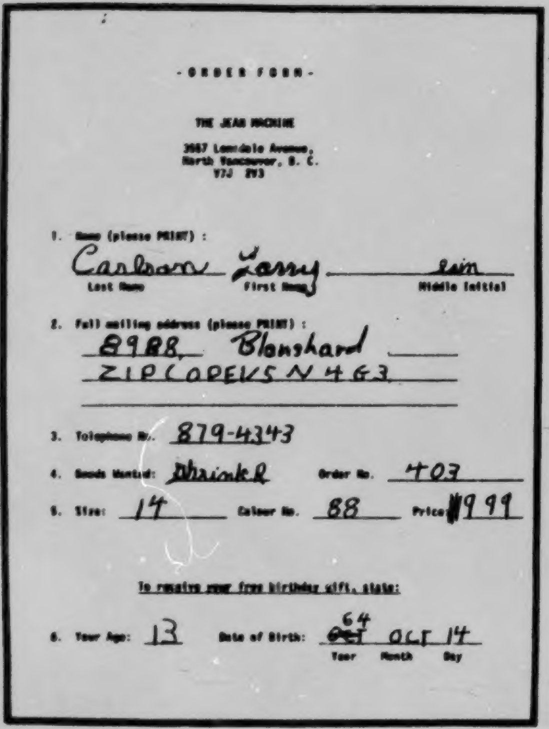
4. Goods Wanted: [illegible] Order No. 403-032-147

5. Size: 10 Colour No. [illegible] Price:

To receive your free birthday gift, state:

6. Your Age: 19 Date of Birth: 10 JUNE MONDAY
Year Month Day

SCALE POINT 2



-ORDER FORM-

THE JEAN MACHINE

3567 Lonsdale Avenue,
North Vancouver, B. C.
V7J 2Y3

1. Name (please PRINT) :
Carlson Larry ein
Last Name First Name Middle Initial

2. Full mailing address (please PRINT) :
8988 Blanshard
ZIPCODEV5N 4G3

3. Telephone No. 879-4343

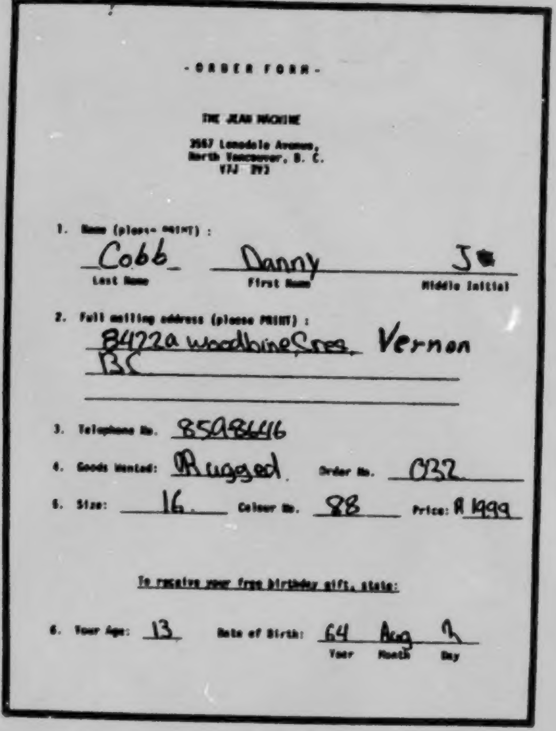
4. Goods Wanted: Dhrink R Order No. 403

5. Size: 14 Colour No. 88 Price #9 99

To receive your free birthday gift, state:

6. Your Age: 13 Date of Birth: ~~Oct~~ 64 OCT 14
Year Month Day

SCALE POINT 3



-ORDER FORM-

THE JEAN MACHINE

3567 Lonsdale Avenue,
North Vancouver, B. C.
V7J 2Y3

1. Name (please PRINT) :
Cobb Danny J
Last Name First Name Middle Initial

2. Full mailing address (please PRINT) :
8472a woodbine Cres. Vernon
BC

3. Telephone No. 8598646

4. Goods Wanted: Rugged Order No. 032

5. Size: 16 Colour No. 88 Price: $1999

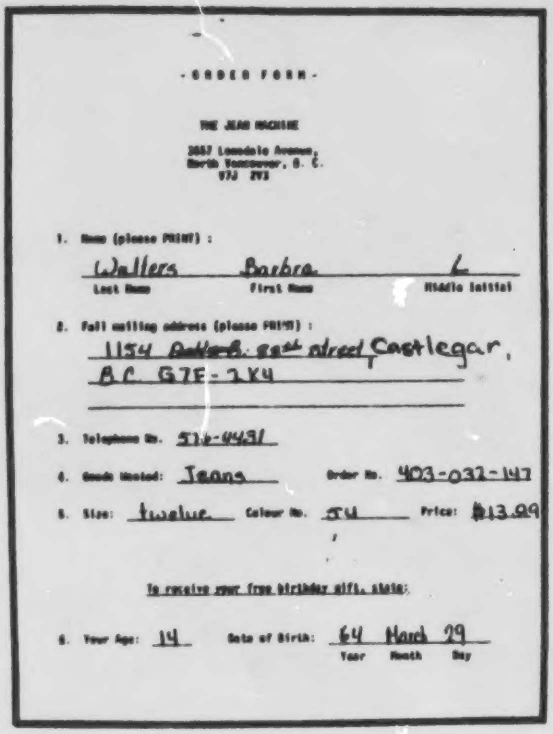
To receive your free birthday gift, state:

6. Your Age: 13 Date of Birth: 64 Aug 2
Year Month Day

SKILL: CORRECTLY FOLLOWS DIRECTIONS WHEN COMPLETING PRINTED FORMS

EXERCISE 2: JEAN MACHINE DW 23

SCALE POINT 4



- ORDER FORM -

THE JEAN MACHINE

3557 Lonsdale Avenue,
North Vancouver, B. C.
V7J 2V3

1. Name (please PRINT) :
Wallers Barbra L
Last Name First Name Middle Initial

2. Full mailing address (please PRINT) :
1154 ~~[illegible]~~ 22nd street, Castlegar,
BC G7E-2K4

3. Telephone No. 576-4431

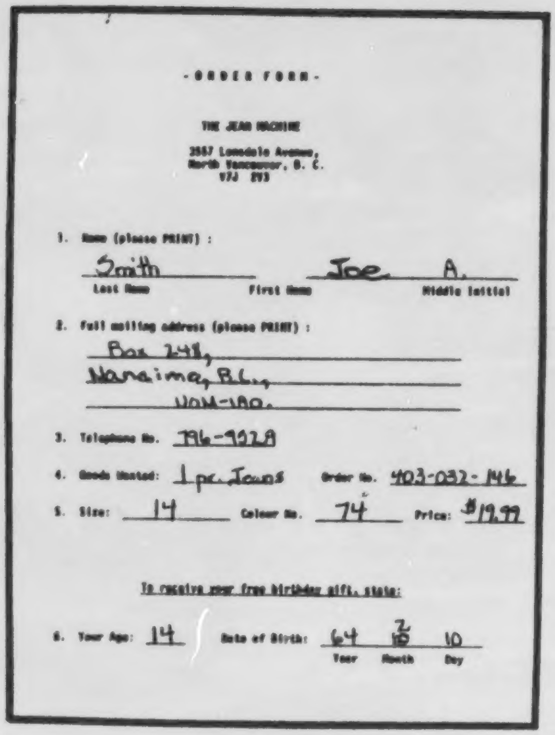
4. Goods Wanted: Jeans Order No. 403-032-147

5. Size: twelve Colour No. 54 Price: $13.99

To receive your free birthday gift, state:

6. Your Age: 14 Date of Birth: 64 March 29
Year Month Day

SCALE POINT 5



- ORDER FORM -

THE JEAN MACHINE

3557 Lonsdale Avenue,
North Vancouver, B. C.
V7J 2V3

1. Name (please PRINT) :
Smith Joe A.
Last Name First Name Middle Initial

2. Full mailing address (please PRINT) :
Box 248,
Nanaimo, B.C.,
V0M-1A0.

3. Telephone No. 796-9928

4. Goods Wanted: 1 pr. Jeans Order No. 403-032-146

5. Size: 14 Colour No. 74 Price: $19.99

To receive your free birthday gift, state:

6. Your Age: 14 Date of Birth: 64 $\overset{2}{10}$ 10
Year Month Day

SKILL: CORRECTLY FOLLOWS DIRECTIONS WHEN COMPLETING PRINTED FORMS

EXERCISE 3: FORM

You are happy to go to Gauge for the one week, but you're also anxious to work the whole summer. So you fill out an application form at the local Youth Employment Centre.

ASSIGNMENT: Complete the form which follows. You may invent any information which is requested but which you do not have.

JOB APPLICATION FORM

Please Print Clearly

Document No.
F 1875263

Title: ☐ Mrs. ☐ Ms ☐ Mr. ☐ Miss

Birth Date: Year | Month | Day

SURNAME — First Name — Middle Initials

Home Address (No. and Street)

City or Town

Province — Postal Code — Telephone No.

If necessary, would you be willing to move to
☐ Atlantic Provinces ☐ Québec ☐ Ontario ☐ Prairies ☐ Yukon N.W.T.

Work Desired	Check one	☐ Permanent	☐ Temporary	☐ Casual	☐ Any
	Check one	☐ Days	☐ Evenings	☐ Nights	☐ Anytime
	Check one	☐ Full Time	☐ Part Time	☐ Either	

If you are not a Canadian citizen, in what year did you enter Canada? 19

If required for work do you have —
an Automobile? ☐ Yes ☐ No
a Driver's Licence? ☐ None ☐ Operator's ☐ Chauffeur's

Languages	ENGLISH	FRENCH	OTHER (specify) ______
	☐ Speak	☐ Speak	☐ Speak
	☐ Write	☐ Write	☐ Write

Can you start immediately ☐ Yes ☐ No

If not, date available: Month Day Year

Work Experience: Indicate your most recent job

1. Job Description
2. Employer: Address:
3. Period Employed: From: To:

Basis of the scale:	Completeness, accuracy, neatness and legibility.
Scale Point 1:	Illogical, smart-alecky, frivolous responses.
Scale Point 2:	Address inadequate. One required element (for examples, birthdate) omitted. Nothing marked under 'work desired'. No information under 'work experience'. Illegible, confused. Any ONE of these.
Scale Point 3:	Address is adequate. One or two items completed under work desired. Work experience - job named but tasks not described. No detail. No more than five errors in spelling, capitalization, etc.
Scale Point 4:	Address is adequate. All three parts under 'work desired' are completed. For 'work experience' tasks are itemized, information regarding previous employment includes company, dates are logical. No more than two minor omissions (such as Mr.). No more than two errors in spelling and capitalization.

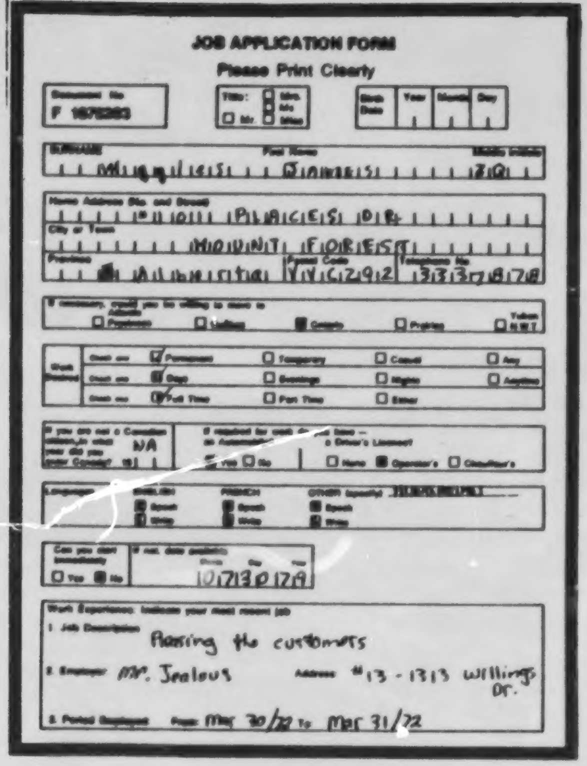
PROVINCIAL RESULTS (Grade 12)

Scale Points	1	2	3	4
Percent of Students	4	14	37	44

* (between 3 and 4)

*Interpretation Panel cut-off point.

SCALE POINT 1



JOB APPLICATION FORM

Please Print Clearly

Document No. F 1675263

Title: ☐ Mrs. ☐ Ms ☐ Mr. ☐ Miss

Birth Date Year Month Day

Surname [illegible] First Name [illegible] Middle Initial [illegible]

Home Address (No. and Street) [illegible] PLACES DR

City or Town MOUNT FOREST

Province ALBERTA Postal Code [illegible] Telephone No. [illegible]

If necessary, would you be willing to move to ☐ Atlantic Provinces ☐ Québec ☒ Ontario ☐ Prairies ☐ Yukon N.W.T.

Work Desired: Check one ☑ Permanent ☐ Temporary ☐ Casual ☐ Any

Check one ☒ Days ☐ Evenings ☐ Nights ☐ Anytime

Check one ☑ Full Time ☐ Part Time ☐ Either

If you are not a Canadian citizen, in what year did you enter Canada? NA

If required for work do you have — an Automobile? ☑ Yes ☐ No a Driver's Licence? ☐ None ☒ Operator's ☐ Chauffeur's

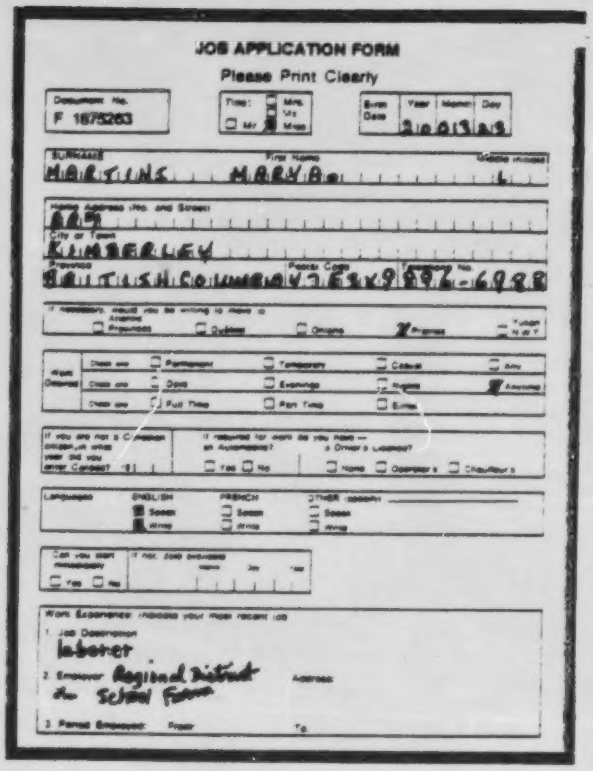
Languages: ENGLISH ☒ Speak ☒ Write FRENCH ☒ Speak ☒ Write OTHER (specify) [illegible] ☒ Speak ☒ Write

Can you start immediately? ☐ Yes ☒ No If not, date available Month Day Year 07 30 79

Work Experience: Indicate your most recent job

1. Job Description Pleasing the customers
2. Employer Mr. Jealous Address #13 - 1313 Willings Dr.
3. Period Employed From Mar 30/72 To Mar 31/72

SCALE POINT 2



JOB APPLICATION FORM

Please Print Clearly

Document No. F 1675263

Title: ☐ Mrs. ☐ Ms ☐ Mr. ☒ Miss

Birth Date Year Month Day [illegible]

Surname MARTINS First Name MARYA Middle Initial L

Home Address (No. and Street) [illegible]

City or Town KIMBERLEY

Province BRITISH COLUMBIA Postal Code [illegible] Telephone No. [illegible]

If necessary, would you be willing to move to ☐ Atlantic Provinces ☐ Québec ☐ Ontario ☒ Prairies ☐ Yukon N.W.T.

Work Desired: Check one ☐ Permanent ☐ Temporary ☐ Casual ☐ Any

Check one ☐ Days ☐ Evenings ☐ Nights ☒ Anytime

Check one ☐ Full Time ☐ Part Time ☐ Either

If you are not a Canadian citizen, in what year did you enter Canada? 19

If required for work do you have — an Automobile? ☐ Yes ☐ No a Driver's Licence? ☐ None ☐ Operator's ☐ Chauffeur's

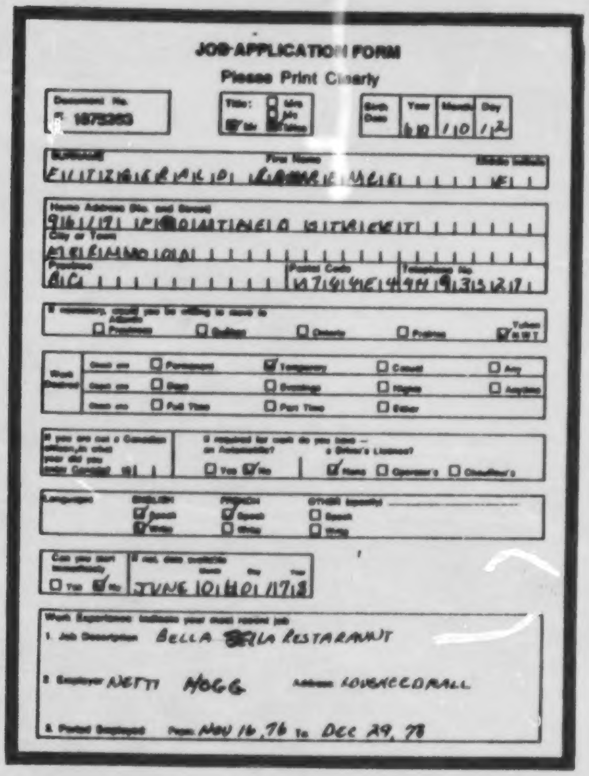
Languages: ENGLISH ☒ Speak ☒ Write FRENCH ☐ Speak ☐ Write OTHER (specify) ☐ Speak ☐ Write

Can you start immediately? ☐ Yes ☐ No If not, date available Month Day Year

Work Experience: Indicate your most recent job

1. Job Description laborer
2. Employer Regional District the School Farm Address
3. Period Employed From To

SCALE POINT 3



JOB APPLICATION FORM

Please Print Clearly

Document No. F 1675263

Title: ☐ Mrs. ☐ Ms ☑ Mr. ☒ Miss

Birth Date Year 60 Month 10 Day 12

Surname [illegible] First Name [illegible] Middle Initial F

Home Address (No. and Street) [illegible]

City or Town [illegible]

Province B.C. Postal Code [illegible] Telephone No. [illegible]

If necessary, would you be willing to move to ☐ Atlantic Provinces ☐ Québec ☐ Ontario ☐ Prairies ☑ Yukon N.W.T.

Work Desired: Check one ☐ Permanent ☑ Temporary ☐ Casual ☐ Any

Check one ☐ Days ☐ Evenings ☐ Nights ☐ Anytime

Check one ☐ Full Time ☐ Part Time ☐ Either

If you are not a Canadian citizen, in what year did you enter Canada? 19

If required for work do you have — an Automobile? ☐ Yes ☑ No a Driver's Licence? ☑ None ☐ Operator's ☐ Chauffeur's

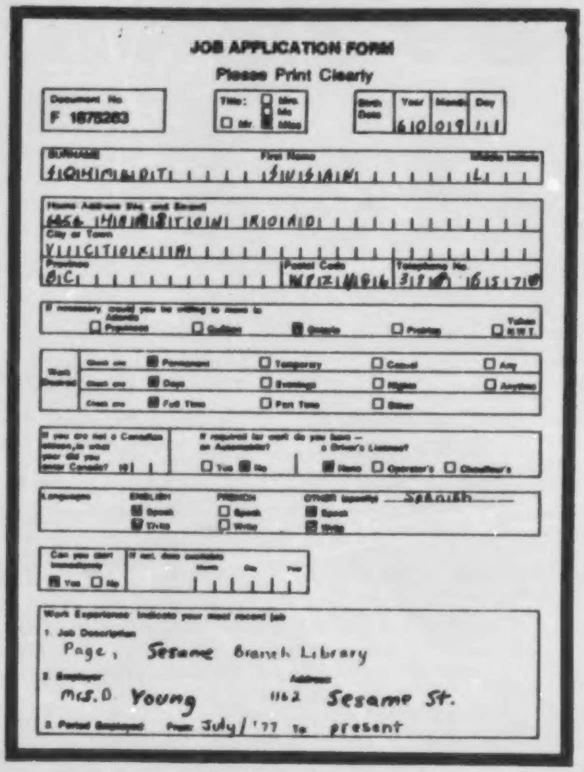
Languages: ENGLISH ☑ Speak ☑ Write FRENCH ☑ Speak ☐ Write OTHER (specify) ☐ Speak ☐ Write

Can you start immediately? ☐ Yes ☑ No If not, date available Month Day Year JUNE 01 01 78

Work Experience: Indicate your most recent job

1. Job Description BELLA ~~BELLA~~ BELLA RESTARANT
2. Employer NETTI HOGG Address [illegible]
3. Period Employed From NOV 16, 76 To DEC 29, 78

SCALE POINT 4



JOB APPLICATION FORM

Please Print Clearly

Document No. F 1675263

Title: ☐ Mrs. ☐ Ms ☐ Mr. ☒ Miss

Birth Date Year 60 Month 09 Day 11

Surname [illegible] First Name SUSAN Middle Initial L

Home Address (No. and Street) [illegible] ROAD

City or Town VICTORIA

Province B.C. Postal Code [illegible] Telephone No. [illegible]

If necessary, would you be willing to move to ☐ Atlantic Provinces ☐ Québec ☒ Ontario ☐ Prairies ☐ Yukon N.W.T.

Work Desired: Check one ☒ Permanent ☐ Temporary ☐ Casual ☐ Any

Check one ☒ Days ☐ Evenings ☐ Nights ☐ Anytime

Check one ☒ Full Time ☐ Part Time ☐ Either

If you are not a Canadian citizen, in what year did you enter Canada? 19

If required for work do you have — an Automobile? ☐ Yes ☒ No a Driver's Licence? ☒ None ☐ Operator's ☐ Chauffeur's

Languages: ENGLISH ☒ Speak ☒ Write FRENCH ☐ Speak ☐ Write OTHER (specify) Spanish ☒ Speak ☒ Write

Can you start immediately? ☒ Yes ☐ No If not, date available Month Day Year

Work Experience: Indicate your most recent job

1. Job Description Page, Sesame Branch Library
2. Employer Mrs. D Young Address 1162 Sesame St.
3. Period Employed From July/'77 To present

SUGGESTIONS FOR TEACHING:

(1) Grade 8 and 9 forms selected might emphasize forms for consumer goods and contest entries.

Grade 10 forms selected might include applications for Social Insurance number, change of address and job applications.

(2) Grade 11 forms selected might include income tax, car insurance and driver's licence.

(3) Grade 12 forms selected might include applications for activities related to adult life such as credit, post-secondary institutions, and business licence.

SKILL: USES CORRECT CONVENTIONS OF THE FORMAL SOCIAL LETTER

The teacher should remember that format alone is insufficient as a measure of competency in the writing of letters.

The following scale adds the important dimension of appropriateness of tone to the scaling process.

Note: There is no Exercise 2 in this package

This skill is referred to as SKILL 7 in the Assessment of Written Expression reports.

As a possible improvement to this scale, the teacher might be well advised to specify the major points of information to be covered in the letter.

Basis of the scale: The three criteria are (1) appropriate tone - neither too formal nor too familiar (2) responses to the invitation - not too much extraneous information, and (3) general appearance of a good social letter - spacing between paragraphs, tidiness, margins.

Scale Point 1: None of the above criteria satisfactorily attained.

Scale Point 2: One of the above at a satisfactory level.

Scale Point 3: Two of the above at a satisfactory level.

Scale Point 4: All three of the above at a satisfactory level.

PROVINCIAL RESULTS (Grade 12)

Scale Points	1	2	3*	4
Percent of Students	2	21	52	24

* Interpretation Panel cut-off point.

SKILL: USES CORRECT CONVENTIONS OF THE FORMAL SOCIAL LETTER

EXERCISE 3: LETTER

You have received the following letter from your Aunt Libby. She owns a gas station and general store in the small town of Gauge, B.C.

Box 16
Gauge, B.C.
V5Z 1C4
March 15, 1978

Dear Niece/Nephew,

Another year and another summer is rolling around.

This year I want to spend a month away from the business. I'm offering fair wages to any of my nieces and nephews who will run the pumps, mind the store, and look after my place. If you wish, you can share my home and your job with a friend of the same sex.

If you're interested, please let me know which week you prefer, since I want as many of you as possible to have the chance to visit Gauge.

Hoping to hear from you soon.

Sincerely,

Ms. Elizabeth Raittor

You and your family agree that you could help out Aunt Libby for one week early in the summer.

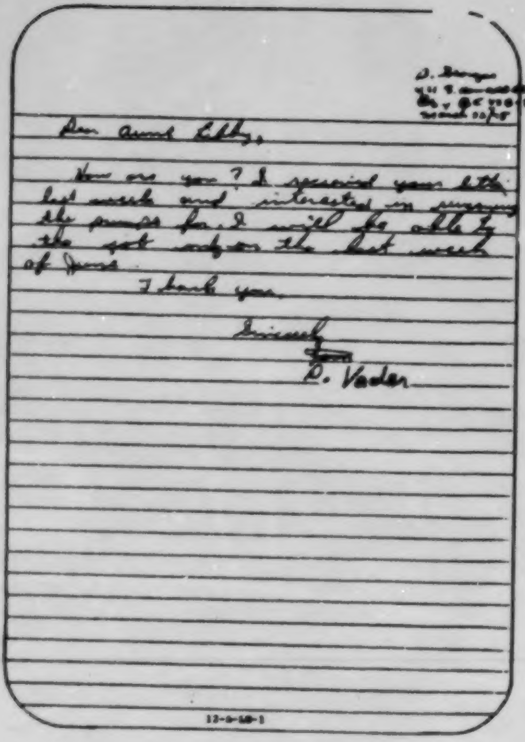
ASSIGNMENT: Write a letter of acceptance to Aunt Libby, telling her that you can come for the last week in June. Use standard letter format.

SKILL: USES CORRECT CONVENTIONS OF THE FORMAL SOCIAL LETTER

EXERCISE 3: LETTER

DW 31

SCALE POINT 1


D. [illegible]
[illegible]

Dear Aunt [illegible],

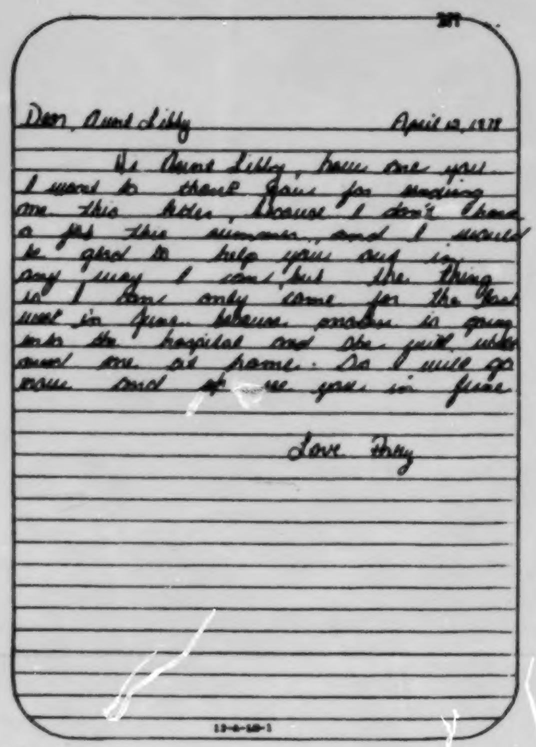
How are you? I received your letter last week and interested in [illegible] the pumps for. I will be able to [illegible] the job only on the last week of June.

I thank you.

Sincerely
Yours
D. Vader

13-6-LB-1

SCALE POINT 2

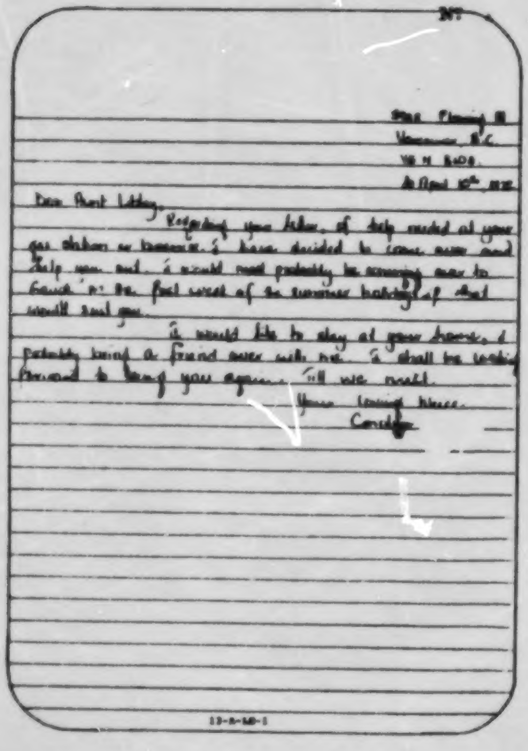

Dear, Aunt Libby April 12, 1978

Hi Aunt Libby, how are you. I want to thank you for sending me this letter, because I don't have a job this summer, and I would be glad to help you out in any way I can, but the thing is I can only come for the last week in June. because mother is going into the hospital and she will need me at home. So I will go now and see you in June.

Love Troy

13-6-LB-1

SCALE POINT 3


[illegible] Fleming St
Vancouver, B.C.
V5 N [illegible]
April 10th 1978

Dear Aunt Kitty,

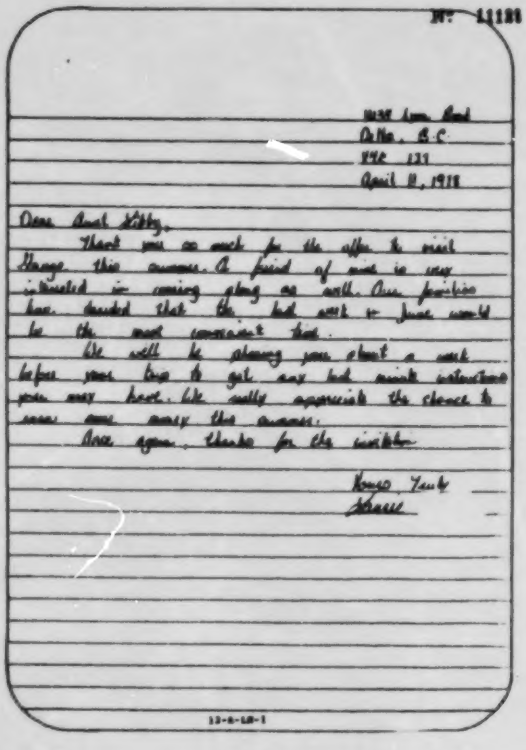
Regarding your letter of help needed at your gas station or [illegible]. I have decided to come over and help you out. I would most probably be coming over to [illegible] in the first week of the summer holidays, if that would suit you.

I would like to stay at your house. I probably bring a friend over with me. I shall be looking forward to seeing you again. Till we meet.

Your loving Niece.
Caroline

13-6-LB-1

SCALE POINT 4


№ 11188

[illegible] Lane Road
Delta, B.C.
V4C 1Z1
April 11, 1978

Dear Aunt Kitty,

Thank you so much for the offer to visit [illegible] this summer. A friend of mine is very interested in coming along as well. Our families have decided that the last week in June would be the most convenient time.

We will be phoning you about a week before your trip to get any last minute instructions you may have. We really appreciate the chance to earn some money this summer.

Once again, thanks for the invitation.

Yours Truly
Shana

13-6-LB-1

SUGGESTIONS FOR TEACHING:

(1) Write a letter inviting any character from a piece of literature to come to your school to speak to the class. The letter should use a tone and style of address appropriate to the age, occupation and circumstances of the character. For example write to Elizabeth-Jane from the Mayor of Casterbridge or to John from the Pigman.

(2) Assume the identity of a character from a piece of literature and write a letter in the appropriate tone and style. For example, take the identity of Jack from Lord of the Flies and write a letter to Piggy inviting him to a roast pig dinner on the beach. Write Piggy's reply.

(3) Write a letter to a member of some organization in the community inviting that person to speak to your class; for example, a member of the press, the R.C.M.P., the school board or the Chamber of Commerce.

SKILL: USES TERSE TELEGRAPHIC SPEECH STYLE

Writing should be purposeful and compact even to the exclusion of "style". The statements may exclude articles, conjunctions, and subordinations.

This skill is referred to as SKILL 8 in the Assessment of Written Expression reports.

SKILL: USES TERSE TELEGRAPHIC SPEECH STYLE **EXERCISE 2: CLASSIFIED AD**

Car for Sale

The first writing you do for the newspaper is an advertisement for your sister's car. She has gone to nursing school and says if you can sell her 1965 Datsun you can keep all the money you get over $200.00. It's a small sports model with a stick-shift and a new paint-job: orange with a white racing stripe. The four-cylinder engine uses a lot of oil, but it still gets 30 miles (50km) to each gallon of gasoline.

Under the paint, the body is rusting away and the clutch is worn. However, the upholstery is good and the radio works well. There are new snow tires on the back but the front tires need replacing. There is only one crack in the windshield and it's on the passenger side.

ASSIGNMENT: Write a Car for Sale advertisement. Do not lie, but include as many details as you think will help sell the car. You can use no more than 35 words so choose your words carefully.

Write your finished advertisement here - one word in each space. Maximum 35 words.

FRASER RIVER TIMES - - CLASSIFIED AD FORM

Only unnecessary words are counted at this level.

Basis of the scale:	Within 35 word limit. Number of extraneous words (not informative or persuasive - e.g. an, the, this, and).
Scale Point 1:	Exceeds 35 word limit.
Scale Point 2:	Includes more than six unnecessary words.
Scale Point 3:	Includes four to six unnecessary words.
Scale Point 4:	No more than three unnecessary words.

PROVINCIAL RESULTS (Grade 8)

Scale Points	1	2	3	4
Percent of Students	9	47	24	17

*Interpretation Panel cut-off point.

SKILL: USES TERSE TELEGRAPHIC SPEECH STYLE

EXERCISE 2: CLASSIFIED AD

SCALE POINT 1

Write a rough draft here:

Car For Sale
65 Datsun, good condition. 4-cylinder engine, good gas milage. New paint, racing stripes, Radio, works well, upholstery is good. New tries in back, Front worden But useable. crack in one window, passenger side. 250. or best offer, call 561-2397.

Write your finished advertisement here - one word to each space. Maximum 35 words.

FRASER RIVER TIMES - - CLASSIFIED AD FORM

Car For Sale

65	Datsun,	Good	condition	4-cylinder
engine	stick-	Shift	Sport	model
30 miles	to	the	gallon	New,
paint,	racing	stripes	Radio,	works
well,	Upholster	Is good	New	tries in
back,	Front	Worden,	But	useable
crack	In one	window	passenger	side.

SCALE POINT 2

Write a rough draft here:

Car for Sale
for sale, a 1965 Datsun, like new. New paint job and stick-shift. Four cylinder engine and gets 30 miles to the gallon. The upholstery is new and has a good radio. But there is a [illegible] crack in the windshield, but is very small.

Write your finished advertisement here - one word in each space. Maximum 35 words.

FRASER RIVER TIMES - - CLASSIFIED AD FORM

Car for Sale

1965	Datsun,	like	new.	New
paint	and	has	stick	shift.
four	cylinder	engine	and	gets
30	miles	to	the	gallon.
The	upholstery	is	new	and
the	radio	works	good.	Taking
offers.				

SCALE POINT 3

Write a rough draft here:

1965 Datsun for sale. Orange with white [illegible] stripe. [illegible] Gets 80km to each gallon gasoline. Slightly rusted, worn clutch, needs new front tires. Upolstery in good condition, radio works well. One Small crack in windshield

Write your finished advertisement here - one word in each space. Maximum 35 words.

FRASER RIVER TIMES - - CLASSIFIED AD FORM

1965	Datsun	for	Sale.	Orange
with	white	Stripe.	Gets	50km
to	each	gallon	gasoline.	Slightly
rusted,	worn	Clutch,	needs	new
front	tires	upolstery	in	good
Condition	radio	works	well	Small
crack	in	Widshield	$200.00	

SCALE POINT 4

Write a rough draft here: 1965 Datsun, four cylinder engine, small sports model with stick shift, new paint job. 50 km to a gallon. [illegible] ~~[illegible]~~ new snow tires ~~for the~~ on the back, crack on passenger side, generally good condition. asking $200.00

Write your finished advertisement here - one word in each space. Maximum 35 words.

FRASER RIVER TIMES - - CLASSIFIED AD FORM

1965	Datsun	sports	model	four
cylinder	engine	new,	paint	job
50	km	to	a	gallon
new	snow	tires	generally	good
condition	Asking	$200.00.		

SKILL: USES TERSE TELEGRAPHIC SPEECH STYLE

EXERCISE 3: TELEGRAM

One of the first things you found at Aunt Libby's was a note taped to the cash register marked URGENT -- PLEASE DO NOT IGNORE. It reads:

URGENT - PLEASE DO NOT IGNORE

You'll have to send a telegram to the ice-cream company. I made a mistake in ordering the special red-white-and-red ice-cream for Canada Day. I ordered 500 gallons instead of 500 litres!

Also, I've changed my mind about the flavour. I don't want maple flavouring — I want strawberry.

Please remind the company that the order must be here before the 30th of this month.

Use one of the pre-addressed telegram forms. Keep your telegram very brief. Remember, each word costs money, but a mistake would cost even more.

Aunt Libby

ASSIGNMENT: Print your message in the sapce provided on the telegram below. Include all essential details but do not waste words.

To: Western Ice Cream Novelties, Kamloops, B.C.

From: Ms. Elizabeth Raitter, Gange, B.C.

Telegram

Télégramme

Send the following message, subject to the conditions on the back hereof, which are hereby agreed to
Veuillez expédier la dépêche suivante aux conditions mentionnées au verso, que j'accepte par les présentes

SKILL: USES TERSE TELEGRAPHIC SPEECH STYLE **EXERCISE 3: TELEGRAM**

Note: Content is as important as word count - both should be stressed.

Basis of the scale:	Includes all necessary information - change from gallons to litres, change in flavours, date required - and contains no extraneous words. Less than 20 words in length.
Scale Point 1:	Misses more than one major point, OR exceeds 30 words.
Scale Point 2:	Either misses one major point OR more than 25 words.
Scale Point 3:	Includes all necessary information but somewhat wordy (20 to 25 words).
Scale Point 4:	Includes necessary information within 20 words.

PROVINCIAL RESULTS (Grade 12)

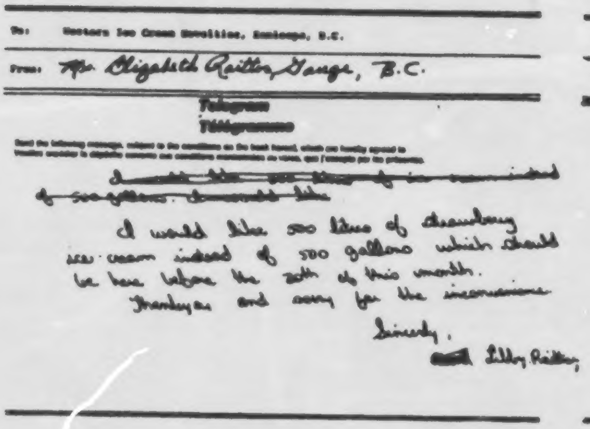
Scale Points	1	2*	3	4
Percent of Students	23	20	24	32

*Interpretation Panel cut-off point.

SKILL: USES TERSE TELEGRAPHIC SPEECH STYLE

EXERCISE 3: TELEGRAM

SCALE POINT 1



To: Western Ice Cream Novelties, Kamloops, B.C.

From: Mrs. Elizabeth Raitter, Gange, B.C.

Telegram

Télégramme

~~I would like 500 litres of ice cream instead~~
~~of 500 gallons. I would like~~

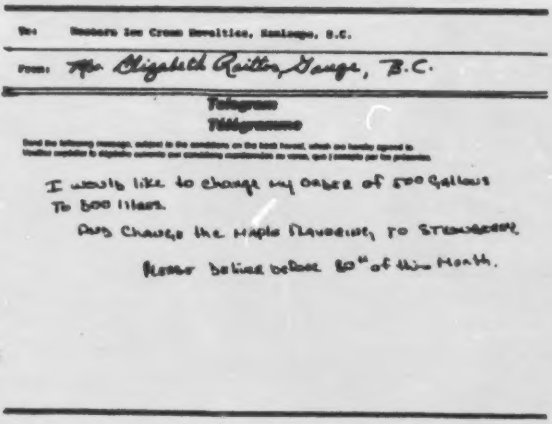
I would like 500 litres of strawberry ice cream instead of 500 gallons which should be here before the 30th of this month.

Thankyou and sorry for the inconvenience

Sincerely,

Libby Raitter

SCALE POINT 2



To: Western Ice Cream Novelties, Kamloops, B.C.

From: Mrs. Elizabeth Raitter, Gange, B.C.

Telegram

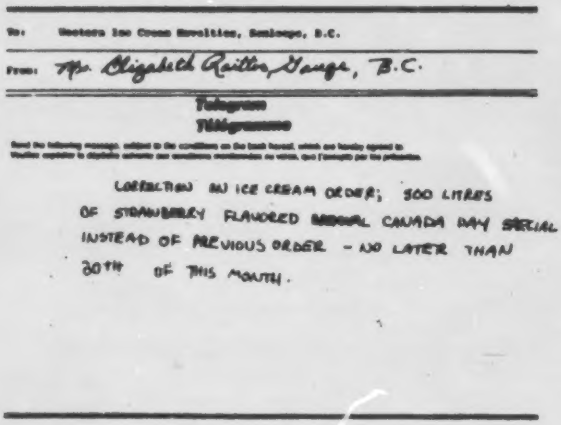
Télégramme

I would like to change my order of 500 Gallons To 500 liters.

And change the Maple flavouring to Strawberry.

Please deliver before 30th of this Month.

SCALE POINT 3



To: Western Ice Cream Novelties, Kamloops, B.C.

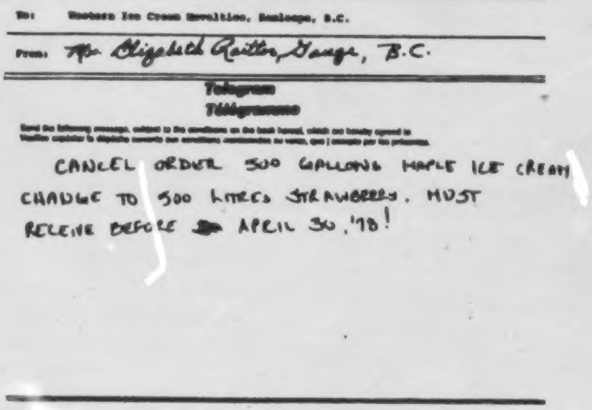
From: Mrs. Elizabeth Raitter, Gange, B.C.

Telegram

Télégramme

CORRECTION ON ICE CREAM ORDER; 500 LITRES OF STRAWBERRY FLAVORED CANADA DAY SPECIAL INSTEAD OF PREVIOUS ORDER - NO LATER THAN 30TH OF THIS MONTH.

SCALE POINT 4



To: Western Ice Cream Novelties, Kamloops, B.C.

From: Mrs. Elizabeth Raitter, Gange, B.C.

Telegram

Télégramme

CANCEL ORDER 500 GALLONS MAPLE ICE CREAM CHANGE TO 500 LITRES STRAWBERRY. MUST RECEIVE BEFORE APRIL 30,'78!

SKILL: USES TERSE TELEGRAPHIC SPEECH STYLE

SUGGESTIONS FOR TEACHING:

(1) Use in conjunction with academic skills such as taking notes from written texts or oral presentations, writing a précis to summarize an article or essay, or writing annotations to bibliographies.

(2) Use in conjunction with practical skills such as writing memos, preparing classified ads or radio ads, taking telephone messages, writing instructions, or preparing daily bulletins and announcements.

SKILL: GIVES SIMPLE INSTRUCTIONS CLEARLY

This skill should be constantly practiced in all subject areas and should be more practical and inventive than such topics as "How to tie a shoelace".

"Simple instructions" does not mean simplistic content but rather clear and understandable instructions.

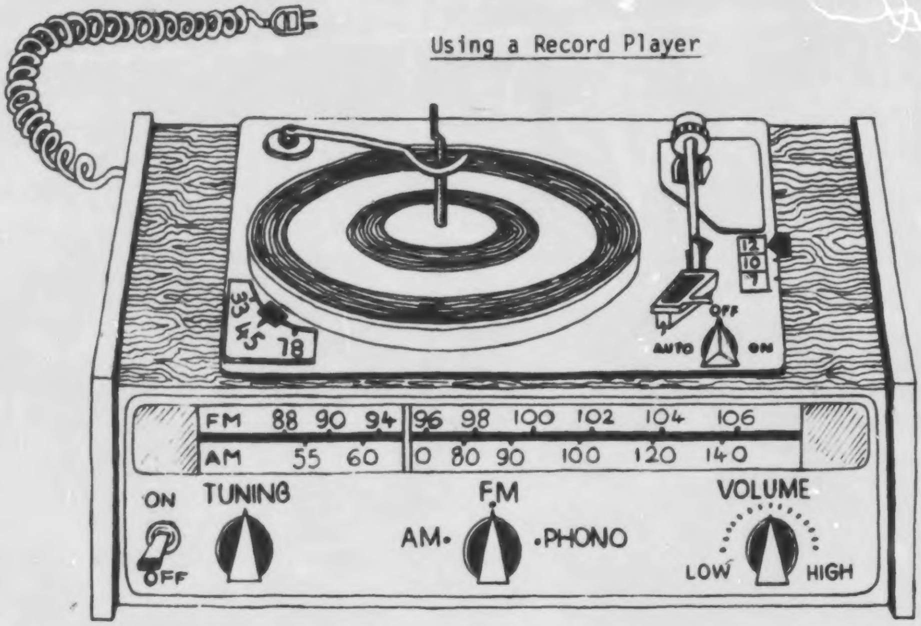
New exercises and scales devised for junior secondary grades should have and obvious order or sequence and should be related to a physical procedure.

This skill is referred to as SKILL 10 in the Assessment of Written Expression Reports.

SKILL: GIVES SIMPLE INSTRUCTIONS CLEARLY

EXERCISE 2: RECORD PLAYER

Using a Record Player


33
45
78
12
10
7
OFF
AUTO
ON
FM 88 90 94 96 98 100 102 104 106
AM 55 60 0 80 90 100 120 140
ON
OFF
TUNING
FM
AM
PHONO
VOLUME
LOW
HIGH

Because you have to work after school, you can't be at your class' Spring Party, but you agree to lend your record player. Since you don't know who will be using it and they may not know how it works, you decide to write a set of careful instructions. Your directions should specify all operating instructions, including the speeds at which different records are played: 45 r.p.m. for 7" records, 33 r.p.m. for 12" records.

ASSIGNMENT: Write a set of instructions for using the record player shown in the diagram. Make things as clear as you can and try not to leave anything out. You may write in point form. You do not have to write in complete sentences.

Note: Exercises and scales devised for junior grades should have an obvious order or sequence and should be related to a physical procedure.

Basis of the scale: Completeness of detail for each step; completeness of number of steps; clarity; brevity. Sequence should not be considered.

Scale Point 1: Provides insufficient information for operation of the record player. Generally, fewer than five steps are given, and inappropriate detail is often included. These responses tend to be repetitive and contain very general statements.

Scale Point 2: These responses generally provide from 5 to 7 steps, and contain insufficient or non-specific detail (for example, the dial may be omitted). Often repetitive and somewhat difficult to follow. May contain irrelevant detail.

Scale Point 3: Provides sufficient detail for operations in at least 8 steps including starting and stopping, placement of the record, agreement for size and speed, instructions for all dials. Mechanisms are explicitly mentioned.

Scale Point 4: Directions are clear, complete and precise with no superfluous detail or unnecessary repetition, etc. Language is compact.

PROVINCIAL RESULTS (Grade 8)

Scale Points	1	2	3	4
Percent of Students	32	48	13	4

*Interpretation Panel cut-off point.

SKILL: GIVES SIMPLE INSTRUCTIONS CLEARLY

EXERCISE 2: RECORD PLAYER

SCALE POINT 1

By the needle there is a little button that say auto off and on well turn it on if your playing a big record ajust the speed to 45. then put the needle on the record adjust the volume were you want it.

SCALE POINT 2

First of all plug it in; Then choose a record if it's a 7" plays it at 45rpm and if it is a 12 play it at 33 r.p.m., you do this by changing the dial right of the (where you play your record Turn it on turn the volume to your own choice Turn the switch in the middle to phono Turn the switch by the needle to auto. press a.n.o. thats it

SCALE POINT 3

①Before you plug this in read all of these instructions.
②Make sure everything is turned off before you plug it in③Plug it in ④plug the speakers in⑤Lift up the arm that gos over the record ~~and~~ all the ways and then swing it over to the left all the way⑥ put record on⑦flick dial to right speed depending on what size record your using ⑧Turn the centre dial to phono ⑨Adjust switch on the right beside the needle to 12, 10, or 7, depending on record ⑩turn on switch on the left to on. ⑪Before doing ⑦ put the arm that gos ~~[illegible]~~ over the record ~~[illegible]~~ back to the 1st position⑫Turn on switch by needle to auto ⑬Then ~~[illegible]~~ wait for needle to set on record and then turn up the volume to the desired level ⑭ ~~Before doing~~ Read of instructions again and then do the following things.

SCALE POINT 4

PLEASE FOLLOW THESE INSTRUCTIONS!!

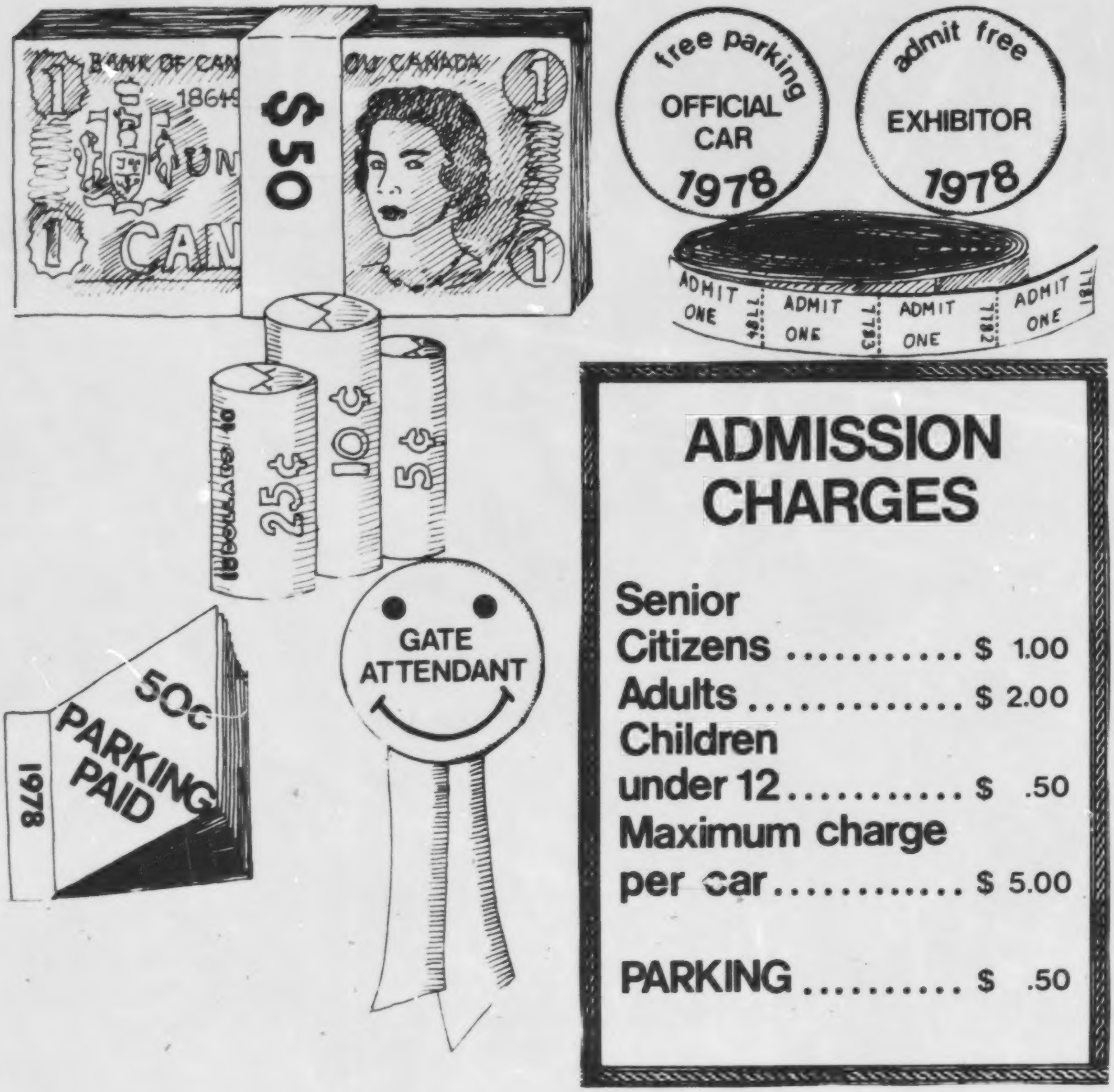
① Select a record (either a 7" inch small one or a 12" big one)
② For the 7" records (small ones) ~~[illegible]~~ the speed selector (located on the left side of the round part) on 45. For the 12" records (big ones) set the speed selector on 33.
③ Flick switch on left side of the machine to "on" position (flick up)
*Check: have you plugged the set into the outlet? If not, put on-off switch to "off" and plug in. Then start at *3 again.
④ Take record out of jacket.
⑤ Use dust remover to wipe off static + particles.
⑥ Lift arm on the left side + bring over to the left gently.
⑦ Match the whole in record to the stick-part in the middle of the turntable (round part)
⑧ Switch AM-FM-PHONO indecator to PHONO
⑨ Put AUTO-OFF-ON indecator to ON
⑩ Lift arm on right hand side + put it down VERY GENTLY onto the beginning of the record
⑪ Adjust volume to desired loudness.

SKILL: GIVES SIMPLE INSTRUCTIONS CLEARLY

EXERCISE 3: ATTENDANT

The Gauge Community Association asks you to complete Aunt Libby's arrangements for parking and admission for the Canada Day Picnic. Aunt Libby has already arranged the schedule for the volunteers. She has put together twelve "kits" consisting of the items you see pictured.

Each volunteer gate attendant will receive one of these kits. You study the contents and decide that a precise set of instructions is needed.


BANK OF CANADA
$50
free parking
OFFICIAL CAR
1978
admit free
EXHIBITOR
1978
ADMIT ONE
25¢
10¢
5¢
50¢
PARKING PAID
1978
GATE ATTENDANT

ADMISSION CHARGES

Senior Citizens	$ 1.00
Adults	$ 2.00
Children under 12	$ .50
Maximum charge per car	$ 5.00
PARKING	$ .50

ASSIGNMENT: Write a set of clear, well-organized instructions, telling each gate attendant how to use the contents of this kit.

SKILL: GIVES SIMPLE INSTRUCTIONS CLEARLY

EXERCISE 3: ATTENDANT

Note: The range between scale point 1 and scale point 2 is very great. A six-point scale might be better. The teacher might wish to differentiate between answers totally incomprehensible and answers which could misdirect the reader.

Basis of the scale:	Clarity and completeness of instructions; brevity.
Scale Point 1:	Fails to mention several of the items in the kit OR instructions are so obtuse as to be incomprehensible. Many of the responses falling at point 1 will be extremely brief, although some very long wordy responses may also fall here.
Scale Point 2:	Instructions regarding procedures for three or four of the items are clear and specific.
Scale Point 3:	Instructions are reasonably inclusive (i.e. no more than two of the items are omitted) but lack clarity. Many of the responses in this category are wordy.
Scale Point 4:	Instructions are inclusive regarding items in the kit but lack clarity in some instances, OR instructions are clear and concise, but one item is omitted.
Scale Point 5:	Instructions are clear, compact and inclusive regarding items in the kit and often include mention of some additional instructions such as 'Check your list', or 'At the end of the day, count your cash'.

PROVINCIAL RESULTS (Grade 12)

Scale Points	1	2	3	4	5
Percent of Students	11	13	23	26	20

*

*Interpretation Panel cut-off point.

SKILL: GIVES SIMPLE INSTRUCTIONS CLEARLY **EXERCISE 3: ATTENDANT**

SCALE POINT 1

Gate attendant: must tear the stubs off the tickets. Person in booth is looking for a lot of things - she has the money in the cash box when charges the people the prices and parking, then gives them their ticket and free parking. If they are exhibitors she doesn't charge them. she gives them a free parking and admit. free

SCALE POINT 2

EACH Volunteer is to obtain
1 KIT
HE MUST DO THE FOLLOWING:
- WRITE DOWN FIRST TICKET #
- POST THE 'ADMISSION CHARGES' sign IN FRONT OF HIS booth
- pin 'Gate Attendant' tag on HIMSELF
- FOR CARS, ISTRUST THE DRIVER TO PLACE THE TICKET FACE UP ON HIS DASH.
- EACH PERSON, WEATHER IN CAR OR NOT PAYS AND RECIEVES "ADMIT ONE TICKET"
- FREE PARKING badges ARE GIVIN ONLY TO VIP'S
- count [illegible]

SCALE POINT 3

To the volunteer workers who have donated highly their time to the Canada Day these festivities, we, the chairman and committee thank you profusely.

Below are instructions in the use of the kit that you have received.

1. Check to make sure that the contents of the box are all there.
   In it should be the following:
   a. $50 in Canadian funds - paper money
   b. $10 in quarters
   c. $10 in dimes
   d. $5 in nickels
   e. 2 personal free passes for parking and admission.
   f. 1 roll of tickets (admission).
   g. 1 booklet of parking tickets.
   h. Gate attendant badge
   i. Chart of admission charges.

2. Post the chart containing the prices on a suitable object by your appointed station

3. Get ready to meet the public — con't

3 (con't) put on your happy face badge and be ready with a smile for every customer.

4. Organize your money for quick use

5. Start work remembering to charge each party the appropriate price as per list.

6. To each group give:
   1 ticket per individual.
   1 parking ticket a car.

7. Have a good day and remember it won't last for that long.

Good Luck,

Your Organizing
Committee

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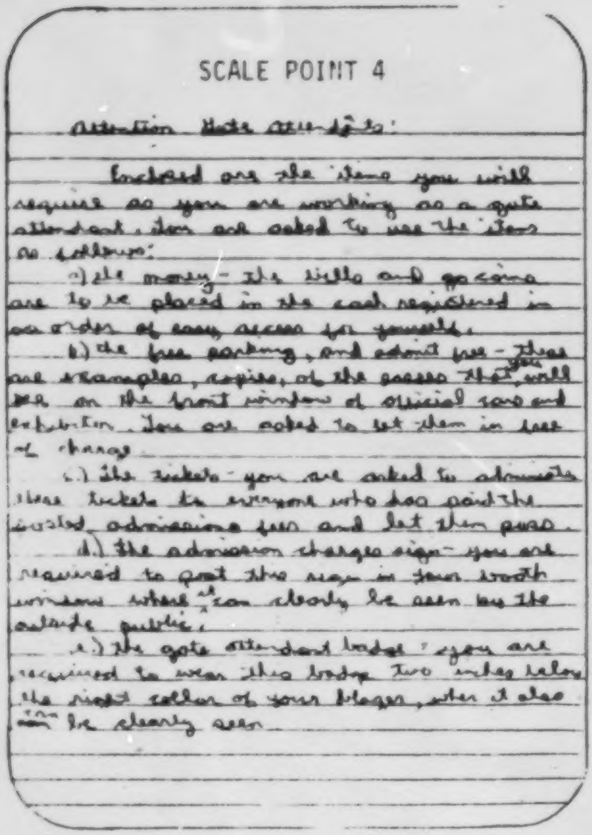
SKILL: GIVES SIMPLE INSTRUCTIONS CLEARLY

EXERCISE 3: ATTENDANT



SCALE POINT 4

Attention Gate Attendants:

Enclosed are the items you will require as you are working as a gate attendant. You are asked to use the items as follows:

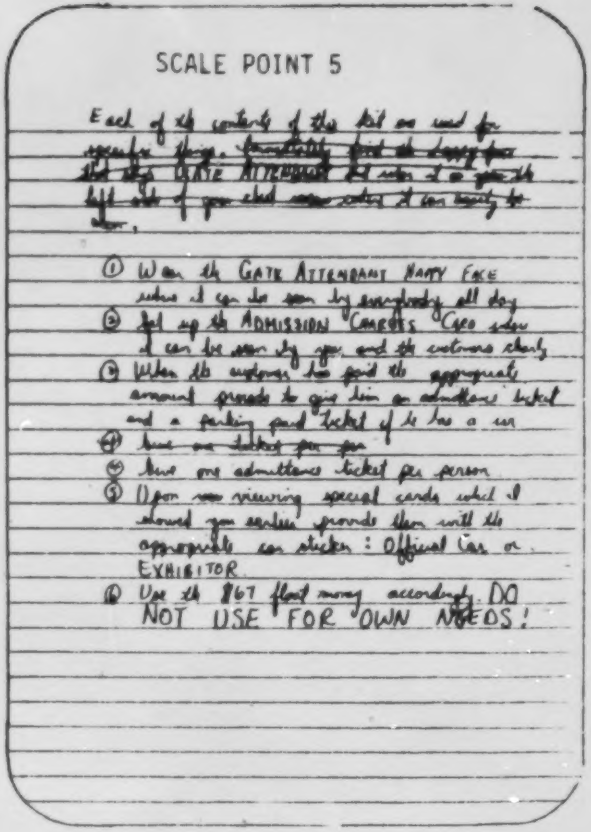
a) the money - the bills and the coins are to be placed in the cash register in an order of easy access for yourself.

b) the free parking, and admit free - these are examples, copies, of the passes that you will see on the front window of official cars and exhibitors. You are asked to let them in free of charge.

c) the tickets - you are asked to administer these tickets to everyone who has paid the posted admissions fees and let them pass.

d) the admission charges sign - you are required to post this sign in your booth window where it can clearly be seen by the outside public.

e) the gate attendant badge: you are required to wear this badge two inches below the right collar of your blazer, where it also can be clearly seen.



SCALE POINT 5

Each of the contents of this kit are used for specific things. ~~Immediately pin the happy face that says GATE ATTENDANT and wear it on the left side of your chest where it can easily be seen.~~

① Wear the GATE ATTENDANT HAPPY FACE where it can be seen by everybody all day

② Set up the ADMISSION CHARGES CARD where it can be seen by you and the customers clearly

③ When the customer has paid the appropriate amount proceed to give him an admittance ticket and a parking pass ticket if he has a car

~~④ Give one ticket per per~~

④ Give one admittance ticket per person

⑤ Upon ~~see~~ viewing special cards which I showed you earlier provide them with the appropriate car sticker: Official Car or EXHIBITOR

⑥ Use the $67 float money accordingly. DO NOT USE FOR OWN NEEDS!

SKILL: GIVES SIMPLE INSTRUCTIONS CLEARLY

SUGGESTIONS FOR TEACHING:

(1) Have students role-play instructions written by other students to demonstrate the degree of clarity of the instructions, leading to revision.

(2) Have students compare their instructions to the manufacturer's instructions for specific products. This leads to discussion of specific needs for clarity, and "signal words" showing time order and space indicators needed to set up the procedure.

(3) Have students write their own instructions for learning basic skills:

- a) how to use a dictionary - very simple procedures involving a few specific steps
- b) safety procedures in using a band saw
- c) recipes
- d) writing instructions for a set of diagrams and photographs in a manual in Home Economics or Industrial Arts

(4) Have students write a short manual (longer and more complex than the exercises in (3) above) explaining a procedure to a beginner:

- a) waxing your skis - in very cold weather, or on milder days
- b) doing simple service on a car - at a gas station where several things must be checked
- c) applying make-up effectively to all parts of the face
- d) preparing equipment for fishing

(5) Find a picture of a hair style you would like (to be attached to your composition or to be available to show to the class). Explain how you would like your hair cut and styled, as you would explain it to your barber or hairdresser, without depending on the picture for instructions. The explanation may be written or presented orally.

(6) Demonstrate to the group how you would make something: a Christmas table centre, a child's toy, macrame plant hangers, etc. Identify each step in the process. Write out the procedures as a hand-out for the group. As you demonstrate, tape record your oral presentation for analysis and assessment later. Which was clearer - your written instructions or your verbal explanation? How did you depart from your written text? Why?

SKILL: DESCRIBES HUMAN PHYSICAL FEATURES AND DETAILS OF CLOTHING

Physical descriptions of people are usually impressionistic. The purpose of developing this skill is to enable the writer to "see" specific detail. This should result in an increased ability to formulate and present more accurate impressions.

Note: In view of the provincial results, students seem to need encouragement to write as many details as possible rather than to be content with a minimum number of descriptive details.

This skill is referred to as SKILL 11 in the Assessment of Written Expression reports.

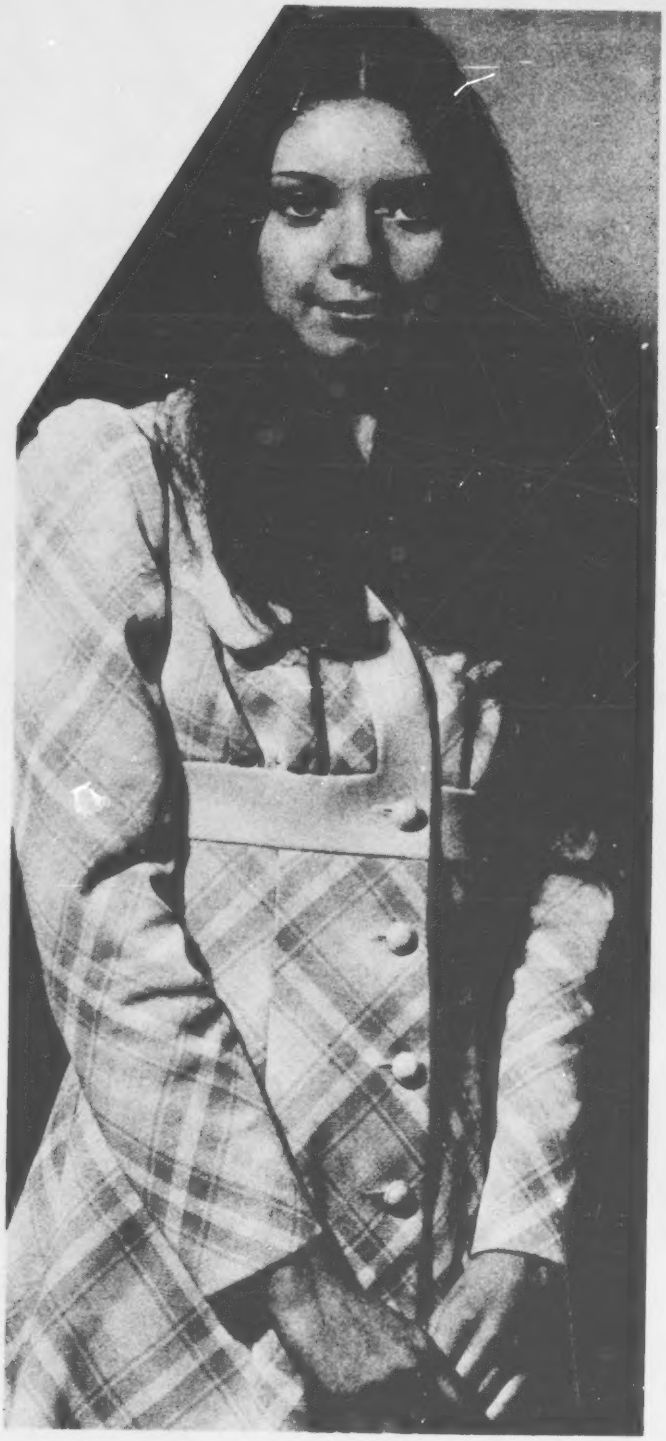
SKILL: DESCRIBES HUMAN PHYSICAL FEATURES AND DETAILS OF CLOTHING

EXERCISE 2: CATHY

Cathy of C.K.G.E.

On your first day as a reporter, the editor puts you right to work. The local radio station is offering free record albums to the first 50 students who recognize Cathy of C.K.G.E. and challenge her by saying, "You are Cathy of C.K.G.E." The Fraser River Times has agreed to print her description, but they can't print her picture.

To help students identify her, you are given the photograph on the following page and asked to write a careful, detailed description of what Cathy looks like and what she is wearing.



ASSIGNMENT: Write a detailed description of Cathy and what she is wearing. Organize your description so that the students will remember the details.

SKILL: DESCRIBES HUMAN PHYSICAL FEATURES AND DETAILS OF CLOTHING

EXERCISE 2: CATHY

Basis of the scale: Number and accuracy of details included.

Physical Features

- young (15-25)
- female
- slim
- dark hair
- long hair
- centre part in hair

Physical Features

- face shape (e.g. oval)
- thick lips (or similar)
- cleft in chin
- nose shape (e.g. flat)
- eyebrows (e.g. thinly plucked)
- dark eyes

Clothing

- coat or dress
- plaid
- long sleeves
- front buttons
- collar
- no cuffs
- bodice (empire waist)
- fitted

Scale Point 1: Provides three or fewer accurate details of appearance or contains a great deal of inacurrate or invented material.

Scale Point 2: Provides a minimum of four details which must be accurate. These may be either physical or clothing. May include some inaccurate or invented material.

Scale Point 3: Provides a minimum of four accurate physical details and two accurate clothing details. Only rare inclusion of inaccurate or invented material.

Scale Point 4: Must include six accurate physical details and three accurate clothing details. May have some inaccurate or invented material but not a great deal.

Scale Point 5: Must include seven accurate physical details and four accurate clothing details with no inaccurate or invented material.

PROVINCIAL RESULTS (Grade 8)

Scale Points	1	2	3	4	5
Percent of Students	6	42	37	11	3

*

* Interpretation Panel cut-off point.

SKILL: DESCRIBES HUMAN PHYSICAL FEATURES AND DETAILS OF CLOTHING

EXERCISE 2: CATHY

SCALE POINT 1

Shes got long brown hair, she's the average height, she's quite pretty

SCALE POINT 2

She is wearing a plad dress with buttons on the front, long sleeves, she has long black hair, pretty.

SCALE POINT 3

Description

Cathy has shoulder-length brown hair. She has brown eyes and is fairly tall. Cathy is wearing a long sleeved dress, with buttons down the middle. She is not wearing make-up. Her hair is parted in the middle. She has a slight double-chin and is quite attractive.

SCALE POINT 4

If you recognize our new reporter you will win a free record album. She is in grade eight and her name is cathy. She has long dark hair wich is parted in the middle, a roundish face, brown eyes, a roundish nose. She is wearing a plad dress with a round collar buttons up the front, It is also white trimmed around the waist. So if you recognize Her just phone in to your local radio station and if you are one of the first 50 students you will win a free record album. Remember just "Youre cathy of CKGE"

SKILL: DESCRIBES HUMAN PHYSICAL FEATURES AND DETAILS OF CLOTHING

EXERCISE 2: CATHY

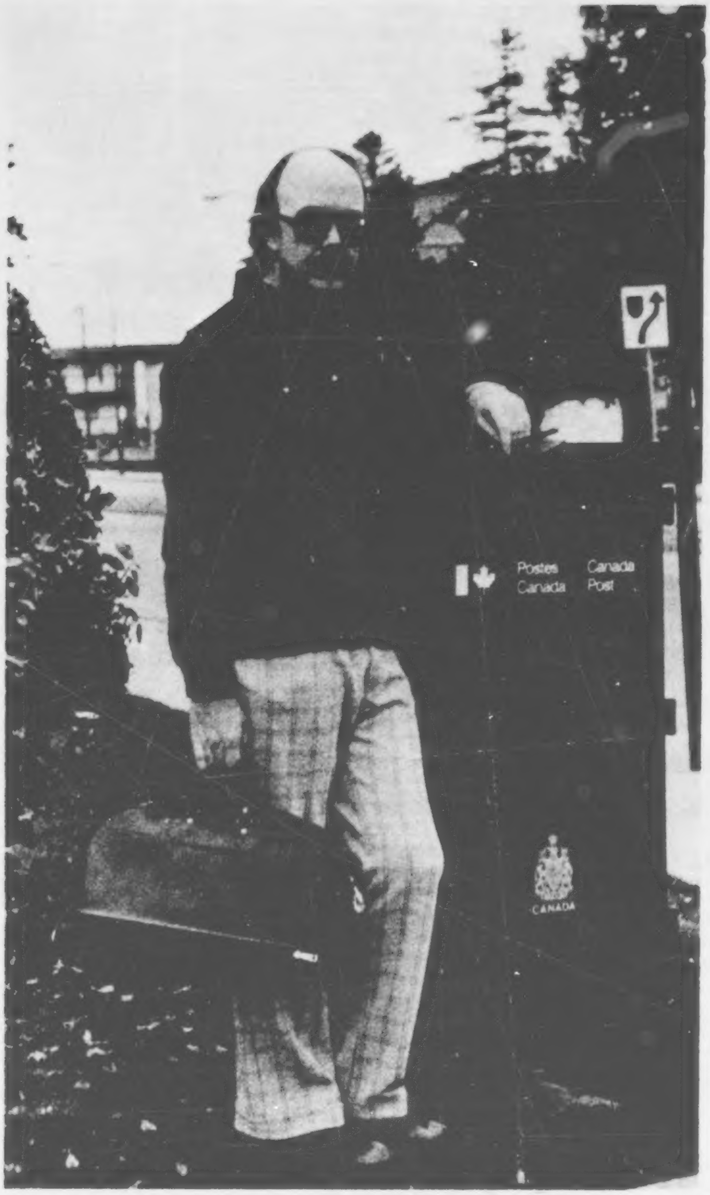
SCALE POINT 5

Cathy is a pretty girl with a
not too round, not too thin face.
She has low cheekbones and a
slight dimple in her chin. She has
dark expressionful eyes and dark
eyebrows. Her wavy dark brown hair falls
several inches below her shoulders.
She is wearing a light-colored
plaid dress. The stripes are diagonal.
The dress buttons up to her chest
where there is a band that
goes around. The dress has a V
neckline. The long sleeves are
gathered and raised slightly
above the shoulders. Altogether she
makes a very pleasing picture!

SKILL: DESCRIBES HUMAN PHYSICAL FEATURES AND DETAILS OF CLOTHING

EXERCISE 3: DRIVER

On your third day at Gauge you are the only witness to a hit-and-run accident. A van, driven by a customer who had hurried from the store, slammed into Chris's car and then sped away.



ASSIGNMENT: Write a well-organized description of the hit-and-run driver who is pictured here. Include as much detail about him as possible.

SKILL: DESCRIBES HUMAN PHYSICAL FEATURES AND DETAILS OF CLOTHING

EXERCISE 3: DRIVER

Note: The completeness of the Grade 8 listing makes it a better scale - at least it is more realistic than this one.

Basis of the scale:	Accuracy and precision. Inclusiveness: size; clothing; objects in hands; head and face.
Scale Point 1:	Too brief. Obvious omission of major areas of description. OR, totally misleading.
Scale Point 2:	Most details are mentioned but will little or no precision, for example "had a mustache", or "Glasses were big".
Scale Point 3:	Includes description of head features, size, clothing, and objects in hands, but precise detail is frequently omitted, for example "was of average weight and height", or "dark coat".
Scale Point 4:	Includes descriptions of head features, size, clothing and objects in hands, giving precise details in these areas, for example "large, round, dark-framed glasses", and leather sports bag with two zippers".

PROVINCIAL RESULTS (Grade 12)

Scale Points	1	2	3	4
Percent of Students	8	31	43	16

*

* Interpretation Panel cut-off point.

SKILL: DESCRIBES HUMAN PHYSICAL FEATURES AND DETAILS OF CLOTHING

EXERCISE 3: DRIVER

SCALE POINT 1

The driver is about 6 feet tall, medium build, wears thick rimmed glasses, has a receding hair line, is about 35 years old and wears a moustache.

SCALE POINT 2

He was ~~small~~ medium ~~size~~ height and build with dark hair. He was going bald on the top of his head and had a mustache. He wore glasses and carried a "overnight" type bag. He was approximately 35 and wore a dark shirt and plaid pants.

SCALE POINT 3

The driver ~~was~~ is around 5'11", wore glasses, carrying a plastic bag. He wore a jeans jacket and dress pants. He is kind of big and weight about 150 lbs. His pants has some square stripe. He wore an old shoes. He has two pockets on his jeans jacket, he also has a pen on his left pocket. He wore a T-shirt as under his jean jacket. He has a mustache and is black at the middle. His glasses is plastic and in big frame. It might be a sun glass. He also wear a hat, style like a rain hair I think he is around late 30 to 40 years old.

SCALE POINT 4

The man I saw was in his late thirties about 37. He had dark collar length hair which was balding to the crown leaving his entire forehead bald. He weighed perhaps 175 lbs was about 5'8 - 5'10" tall. He had large ears which curved low and prominent on his head. He wore heavy rimmed, square black glasses which covered the area from his heavy dark eyebrows to his cheek bones. He had a wide, longish nose and a well manicured heavy mustache ~~and~~ which covered his upper lip. His eyes were dark as the glasses were tinted but were not small nor large. He wore a dark felt businessmans type hat and smoked long, dark skinny cigars. He wore a black T-shirt with a dark, long sleeved cotton shirt over top. The shirt had snaps and 2 front pockets all snapped closed. The other was which I presume a ~~[illegible]~~ pack of cigars in it over the left side front of his body. His pants were old-fashioned plaid (one color large check plaid) pants. They were light colored with cuffs on the bottom. His shoes were brown leather with squarely stuffed toes, lace up work shoes. He carried a small zippered sports bag

SKILL: DESCRIBES HUMAN PHYSICAL FEATURES AND DETAILS OF CLOTHING

SUGGESTIONS FOR TEACHING:

(1) The ability to describe a human being implies the use of skills in ordering AND completeness, which can be worked on by the student, through exercises such as:

> placing and "order of prominence/importance" on a series of actions. For example, what do you consider to be your most prominent physical feature? Can it be described in such manner that others can identify it?

(2) At any grade level, pictures can be used to focus on this skill.

(3) Have students describe another student, well-known T.V. movie or cartoon characters, or famous political or sports figure.

SKILL: DESCRIBES A SETTING USING SPATIAL TERMS

This is basically a skill using spatial indicators that are functional and accurate (e.g. under, behind, at a 45 degree angle).

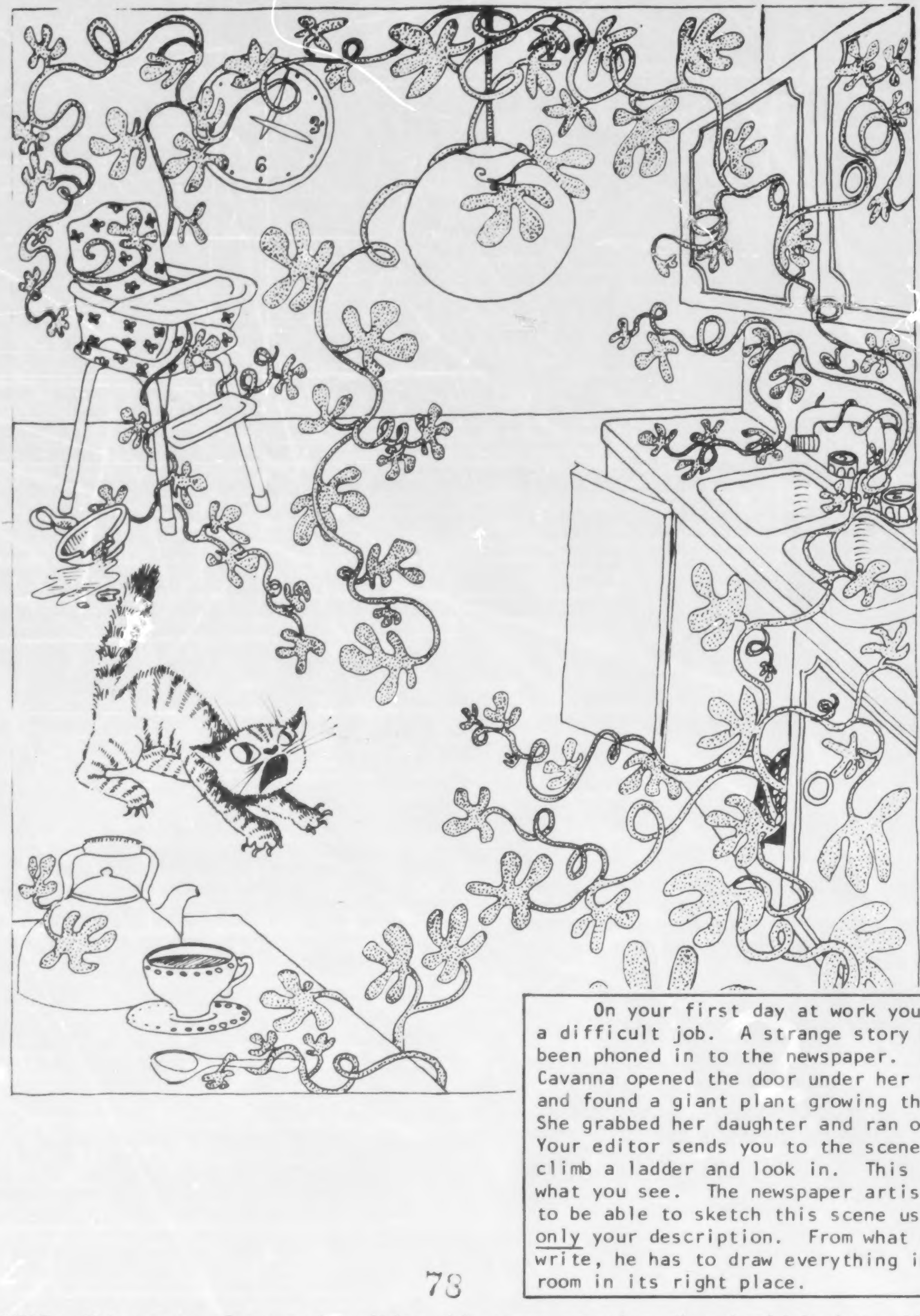
It is necessary to caution students to avoid over-emphasizing description which creates mood or atmosphere and is "creative" or poetic in effect when working with this skill.

Since the skill is concerned with establishing objective guidelines, any diagram used should have clear reference points. (Note Exercise 3 - Window).

Note: Some students who wrote the assessment tests were confused by the amount of detail in the picture used for Exercise 2 - Plant. Teachers may wish to choose another picture with clearer reference points when working with this skill.

This skill is referred to as SKILL 12 in the Assessment of Written Expression reports.

SKILL: DESCRIBES A SETTING USING SPATIAL TERMS EXERCISE 2: PLANT



On your first day at work you get a difficult job. A strange story has been phoned in to the newspaper. Mrs. Cavanna opened the door under her sink and found a giant plant growing there. She grabbed her daughter and ran out. Your editor sends you to the scene. You climb a ladder and look in. This is what you see. The newspaper artist has to be able to sketch this scene using only your description. From what you write, he has to draw everything in the room in its right place.

ASSIGNMENT: Make a set of notes describing this scene exactly. You should include all the details you can, and use any words which will help the artist to get everything in its right place. You do not need to use complete sentences.

SKILL: DESCRIBES A SETTING USING SPATIAL TERMS EXERCISE 2: PLANT

Basis of the scale: Number of accurate positional terms such as: above, below, to the right of, beside, on top of, up the wall. Absence of inaccurate or irrelevant material.

Scale Point 1: No more than two accurate positional terms. Contains a great deal of inacurrate or irrelevant material - often fantasizing.

Scale Point 2: Three to five accurate positional terms. Generally factual - few, if any, inaccuracies.

Scale Point 3: Six to eight positional terms. Generally factual - few, if any, inaccuracies.

Scale Point 4: Nine or more positional terms (no repetitions). No inaccuracies. Location of objects and extension of plant should be clear.

PROVINCIAL RESULTS (Grade 8)

Scale Points	1	2	3	4
Percent of Students	25	19 *	37	17

* Interpretation Panel cut-off point.

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SKILL: DESCRIBES A SETTING USING SPATIAL TERMS **EXERCISE 2: PLANT**

SCALE POINT 1

I came in through the hall.
and I swung the door to the
kitchen wide open and there it
was. A huge growing plant that
had big [illegible] leaves that
had black dots on them. They were
clinging onto everything in sight. The
kitchen chair was being crawled
on by this growing plant.
The plant doesn't look very
harmful but is growing at a
fast rate.

SCALE POINT 2

- long leafy looking vine
- attached itself to a hanging lamp
- the teapot ravelled around sink
- intwined in babies high chair
- The clock reads 4:05
- The cupboards underneath are flung
wide open and the plant
is coming out in all direction
- The cats terrified
- It seems to attach itself
to certain ~~[illegible]~~ objects as
if it has suckers
- Its a viney leafy thing

SCALE POINT 3

The plant came from under the sink
came out, went to the table on the left,
grabbed the spoon. It wrapped around
the sink and the cuboards up above
It wrapped around the ~~[illegible]~~ lamp hanging
from the ceiling. It went over the clock
and through the ______ babies highchair.
the plant was all viny and at each
line there was a big ~~[illegible]~~ leaf. There
also was a scared cat with stripes.

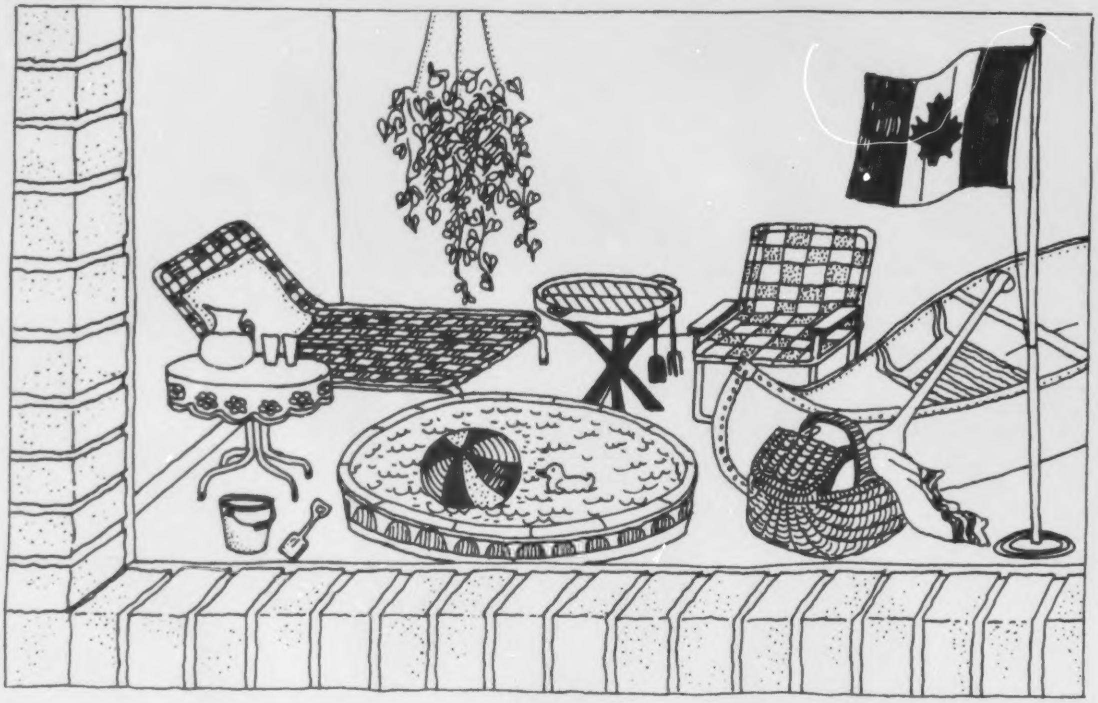
SCALE POINT 4

- to the right a double sink with counter space and cupboards
below and above it. - plant growing around the room starting at the
open cupboard under the sink.
- at the back of the room a highchair stands with a pattern of
flowers on it. - a broken dish lays on the floor with a spoon
beside it. The viney plant twists around its leg
- freaked out cat in middle of room, scrawny, striped, [illegible]
- a table on the lower left hand corner with kettle,
cup of tea, and spoon. - wild plant grows around the spoon
- a large clock reading 4:05 is on the wall
behind the high chair.
- hanging in the middle of the room is a large lamp
shape of a ball.
- the wild vine starts in a pot under the sink. - the
cupboard is open, the plant travels up, around the large
water nozzle (through) around the cupboards, engulfs the
light, and twists and twines around the high chair's back and
legs.
- the other main vine grows toward the table and one
goes to the centre of the floor by the cat
- one part gets around the kettle.
- the plant is a vine with spotted leaves and are
shaped like a hand. some having 4 appendages others 3 or 5

SKILL: DESCRIBES A SETTING USING SPATIAL TERMS EXERCISE 3: WINDOW

As "manager" of Aunt Libby's store, you find that one of your responsibilities is to make the display window interesting and appealing.

For "Canada Week" Chris has sketched a display for the window which includes a barbeque, lawn chairs, towels, picnic supplies, a wading pool, toys, as well as hanging plants and a flag. Here is Chris's sketch.



Unfortunately Aunt Libby's "window dresser" can't understand the sketch and asks you to provide written instructions explaining exactly where you want to put everything.

ASSIGNMENT: Write your directions to the window dresser so that he or she will make no mistakes in placing items in the window.

This rather general scale might be less useful to teachers than the more specific scale for Exercise 2.

Basis of the scale:	Number of items located. Precision of spatial indicators. Consolidation and consistent ordering of components. May be in point form.
Scale Point 1:	Incomplete. Generally fewer than 25 words. Either not attempted or not enough information to assess skill.
Scale Point 2:	Erratic in order. Misdirections - confusion or ambiguity. Lack of specific spatial indicators. Incompleteness - many items omitted.
Scale Point 3:	A very general approach. Lacking in consistent order, but not to the point of confusion. Limited number of spatial indicators. Some omissions (one major item or two or three minor ones).
Scale Point 4:	Clear specification of spatial indicators. Consolidated and consistent ordering of components. Contains no ambiguity or vagueness of order relationships. No more than one item is omitted.

PROVINCIAL RESULTS (Grade 12)

Scale Points	1	2	3	4
Percent of Students	3	26	43	21

* *

* The Interpretation Panel did not reach consensus as to whether or not Scale Point 3 represents a Minimally Acceptable level of achievement at this grade level.

SKILL: DESCRIBES A SETTING USING SPATIAL TERMS

EXERCISE 3: WINDOW

SCALE POINT 1

To make this scene look most effective it is important to show the public a Canada as a fun and relaxing Country Place the wading pool in the centre of the room and the remaining articles should be arrange in a semi-circle around the pool facing the window. There should be a few toys in the wading pool and the rest near front of window. Give a reasonable space allowance between each article so there is a crowded effect. From the description and sketch it will be easier to arrange this display more effectively.

SCALE POINT 2

What I exactly want to put everything

The first thing that I would do is have square piece of cardboard, and write the name of the item then the price tag
Put the lawn chair facing the window diagonally and have the other chair not to close to the lawn chair. The barbecue on the other side of the lawn chair, the table with the pitcher and glasses on beside the barbecue. The hanging plants in the corner of the lawn chair.
The boat beside the pool in the front window
alongside of the with the pail and shovel.
The picnic basket in the front beside the table.
The flag on the left hand corner in the front

SCALE POINT 3

Window display includes the following Items

① Canada's flag, hanging on a six foot flag pole
② canoe and one paddle
③ picnic basket, with blanket half pulled out.
④ wading pool with water in it, also a beach ball, and a yellow rubber duckie
⑤ toy pail & shuvel.
⑥ lawn chairs: (i) sofa (ii) chair
⑦ lawn table with pitcher 3/4 full of water & glass
⑧ barbecue with flipper & fork hanging off.
⑨ hanging plant

Please arrange in this order, looking in the window.

① Canadian flag extreme right front.
② picnic basket beside flag, up front
③ pool along side picnic basket one foot away
④ pail & shuvel close to the pool.
⑤ canoe with paddle leaning against it, proped by the picnic basket.
⑥ table against the extreme left wall behind pail
⑦ lawn sofa behind table,
⑧ seperate sofa & chair with barbecue at the back.
⑨ hang plant above the pool.

SKILL: DESCRIBES A SETTING USING SPATIAL TERMS

EXERCISE 3: WINDOW

SCALE POINT 4

To start with I want a plant hung from the ceiling directly ~~in~~ behind ~~front~~ of the window. Looking towards the window into the room there is a flag pole with a Canadian flag positioned against the window on the far right hand side. Going directly back into the far right corner is a canoe. The back of the canoe is right in the corner and ~~it~~ the front protrudes out at a 60° angle from the back wall. An oar is leaning on the front left hand side of the canoe from the ground. Going in a counterclockwise direction, to my left of the canoe, against the back wall is a lawn chair facing towards me. To the left of the lawn chair is a small barbecue which is positioned about halfway between the backwall and has a big fork and spoon hanging from the right hand side. Next is a reclining lawn chair. It's back is against the left wall and its left hand side is against the far wall so it is facing the right hand wall. Moving towards me along the left wall is a coffee table with a pitcher and two glasses on it. It is about two feet from the reclining lawn chair. Then in the left hand corner against the window is a small sand bucket with a shovel lying beside it. Moving to my right there is a small wading pool filled with water and with a rubber duck and a beach ball floating in it. The pool is about 2/3 the way from the left wall to the right wall where it touches the window. The last thing is a picnic basket with a towel hanging out of it. It is positioned half way between the flagpole and the wading pool and just in front of the canoe. Now the only thing left to do is to pull the lawn chair, the barbecue and the reclining lawn chair about 2 feet towards me, away from the wall.

SKILL: DESCRIBES A SETTING USING SPATIAL TERMS

SUGGESTIONS FOR TEACHING:

(1) Activities using spatial indicators such as explanation of basketball/football play, a disco dance step, an assembly of a machine, an arrangement of flowers, table setting, interior decorating and playground or campsite.

(2) Find a location or object using a map (buried treasure). Give directions for a car rally.

(3) Re-design a room such as your English classroom or the library or a doctor's waiting room.

(4) Describe a human face to a Martian.

SKILL: SELECTS NOUNS, VERBS, ADJECTIVES AND ADVERBS TO REINFORCE A SPECIFIC MOOD

Students should be aware that Mood in a piece of writing is produced not only through "descriptors" such as adjectives and adverbs, but also through nouns and verbs.

This skill evaluates whether or not the writer establishes and sustains a mood rather than records or describes it in an "objective" manner.

The teacher might acquaint students with Roget's Thesaurus prior to working on this skill.

This skill is referred to as SKILL 22 in the Assessment of Written Expression reports.

SKILL: SELECTS NOUNS, VERBS, ADJECTIVES AND ADVERBS TO REINFORCE A SPECIFIC MOOD

EXERCISE 2: TEAM RETURNS

The Team Returns

For the first time ever, a team from Goldville has won a B.C. championship! The Volleyball team is returning today with the Muir Cup. A big parade to the high school is planned. The editor sends you to describe the scene. She says, "Keep your eyes open for little details. Try to get the mood of the people into your description."

ASSIGNMENT: You are at the team's homecoming What is the mood of the team, the parents or the other students? Try to describe the scene to make your readers feel the mood of the occasion.

SKILL: SELECTS NOUNS, VERBS, ADJECTIVES AND ADVERBS TO REINFORCE A SPECIFIC MOOD

EXERCISE 2: TEAM RETURNS

Basis of the scale: Frequency of words selected to create or maintain a mood.

Scale Point 1: No more than two words which suggest mood.

Scale Point 2: Three to six examples of words which suggest mood.

Scale Point 3: More than six words used which suggest or reinforce mood.

PROVINCIAL RESULTS (Grade 8)

Scale Points	1	2	3
Percent of Students	11	33	51

*Interpretation Panel cut-off point.

SKILL: SELECTS NOUNS, VERBS, ADJECTIVES AND ADVERBS TO REINFORCE A SPECIFIC MOOD

EXERCISE 2: TEAM RETURNS

SCALE POINT 1

Here we are at the (~~[illegible]~~) B.C. volley-ball tournament and for the first time Goldville has emerged champions. Today they will be returning with the Muir Cup and a parade has allready been planned. After interviewing the players I've found (that) out why they have won, this team has practised every day for the last month and they proved it tonight. The people in the crowd were cheering as loud as possible when for the first time Goldville put it in gear, and won the championship with ease

SCALE POINT 2

The Team Returns

The captain of the team who is been held up by his fellow students as he holds the beautiful Muir Cup the parents are cheering, the ~~the~~ students givins them gradulations and the team is one big smile they are ~~[illegible]~~ laughing at there get ~~[illegible]~~. fictery.

SCALE POINT 3

Cheers and excitement played a role as the Goldville High Volleyball Team returned home today. The high school's band played victory marches and there was a great deal of handshaking, back-slapping and proud speeches. The team captain and the coach (Pat Caswell and Mr. Alex Wassell) were happy and triumphant as they held up the Muir Cup they received at the winning of the B.C. championship.

The team has worked hard this year and it shows in the form of their victory over last year's winner. Tonight the team will be treated to a dinner on behalf of the school trustees. Besides the Muir cup, each team member also received certificates stating that their team had won.

Tonight will indeed be a happy one for both the proud parents of team members and the team members themselves.

Says one happy parent, "I've never been so proud and excited and anything else. My son is a star!"

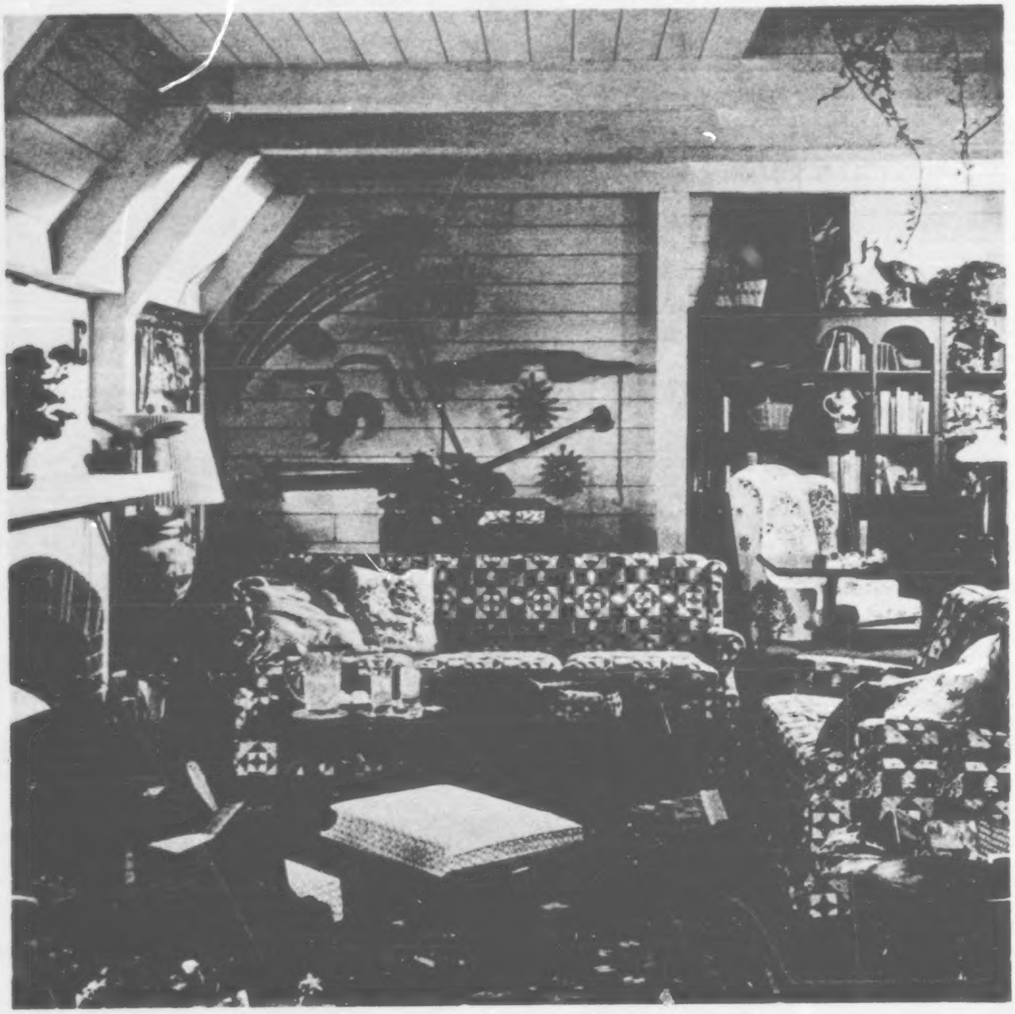
The coach did not want to brag but says, "It was the best game I've ever seen any team play!"

On a last note, however, congratulations to Pembroke High for an exciting game!

SKILL: SELECTS NOUNS, VERBS, ADJECTIVES AND ADVERBS TO REINFORCE A SPECIFIC MOOD

EXERCISE 3: ROOM

You and your friend, Chris, go to Gauge and work in the store. In the evenings you relax in Aunt Libby's living room (picture below). Chris doesn't like the room and calls it "cramped, old-maidish and depressing". How does it make you feel?



ASSIGNMENT: Write a paragraph or two, describing your mood while you are sitting in this room. Make references to objects in the room which help to create this mood.

SKILL: SELECTS NOUNS, VERBS, ADJECTIVES AND ADVERBS TO REINFORCE A SPECIFIC MOOD

EXERCISE 3: ROOM

DW 73

Basis of the scale:	Degree of facility with diction - image words, figures of speech, evocative verbs, etc. - to maintain mood. Relationship between feelings and objects in room specified.
Scale Point 1:	No mood established. Simple objective description or expression of opinions rather than mood.
Scale Point 2:	One or more moods or feelings identified but unsubstantiated. General non-specific diction ('neat'). No suggestive or evocative language.
Scale Point 3:	One or two moods. Feelings are identified but not objects that evoked or reinforced them. Some effective diction - an occasional arresting phrase.
Scale Point 4:	One or two dominant moods or impressions. Facility with diction - uses suggestive or evocative language to reinforce the mood(s).

PROVINCIAL RESULTS (Grade 12)

Scale Points	1	2	3	4
Percent of Students	13	37	29	18

*Interpretation Panel cut-off point.

SKILL: SELECTS NOUNS, VERBS, ADJECTIVES AND ADVERBS TO REINFORCE A SPECIFIC MOOD

EXERCISE 3: ROOM

DW 74

SCALE POINT 1

The room would make me feel the same way that [illegible] feels about it. It is too small for the amount of furniture it has. The room is not neat and clean. The room is very boring; there isn't a T.V. set or stereo

SCALE POINT 2

Aunt Tibby's living room reminds me of the old days, for it appears to be very rustic. The furniture is the old, straight backed uncomfortable kind that never allows one to relax when sitting upon ~~(it)~~ them. The rest of the furniture is also of a very traditional straight back kind. The ornaments and tools hung on the wood panelling of the walls remind one of the old west and consequently they make me feel, along with the other parts listed above, that they are in a very dingy, old fashioned, depressing place.

SCALE POINT 3

As I sit in the soft corner chair, I get a cozy, homey feeling from aunt Tibby's house. Its not to small and not too large; just right. In the evenings we light a fire in the brick fire-place and that makes it warm. After a hot day outside we come in and sit down, put our feet up on the solid oak table and have refreshments. This place makes me feel like I belong here. I could fall asleep on the soft, patchwork, couch that sits right beside the fireplace.

Especially Aunt Tibby's plants and wall pictures make the room look lived in; not bare and new. I love old things especially furniture and the bookcase, and easy chair are my favorite pieces.

I wish I could live here permanently.

SCALE POINT 4

I feel very warm in this cozy, family style atmosphere of aunt Tibby's living room. The surroundings are extremly comfortable and I am able to completly relax. Numerous amounts of Country decorations reminds me that I am presently staying in a small, friendly town. The Colonial furniture is very comfortable with the many pillows and padded surface. Flowers alway add life to a room and they do just that in this room of aunt Tibby's.

The many books that aunt Tibby posseses create a feeling of ~~the~~ intelligence, studiousness, as well as enjoyment in reading. I enjoy closing a book, curling up in the rocking chair, and relaxing. I myself would seriously consider arranging and decorating a room of my own in a similar fashion.

SUGGESTIONS FOR TEACHING:

(1) The teacher selects a descriptive passage and removes the nouns, verbs, adjectives and adverbs which reinforce the author's mood. The student rewrites the passage trying to create the author's mood. Compare with original selection for study of stylistic effects.

(2) Analyze examples of "mood" by established writers listing effective words and devices.

(3) Students write at least two short passages, establishing different moods by role playing different observers and using their points of view on the same object or scene.

(4) Students fantasize a specific mood before writing (e.g. nostalgia) by fantasizing a return to a favourite summer of their childhood, or return to childhood home as an adult 10 years later.

(5) Exercises that use poetic devices to reinforce a mood; e.g. writing a passage as an extended metaphor.

(6) Vocabulary exercises:

a) selecting words with appropriate connotation and denotation.

b) sustaining an appropriate level of formality of usage.

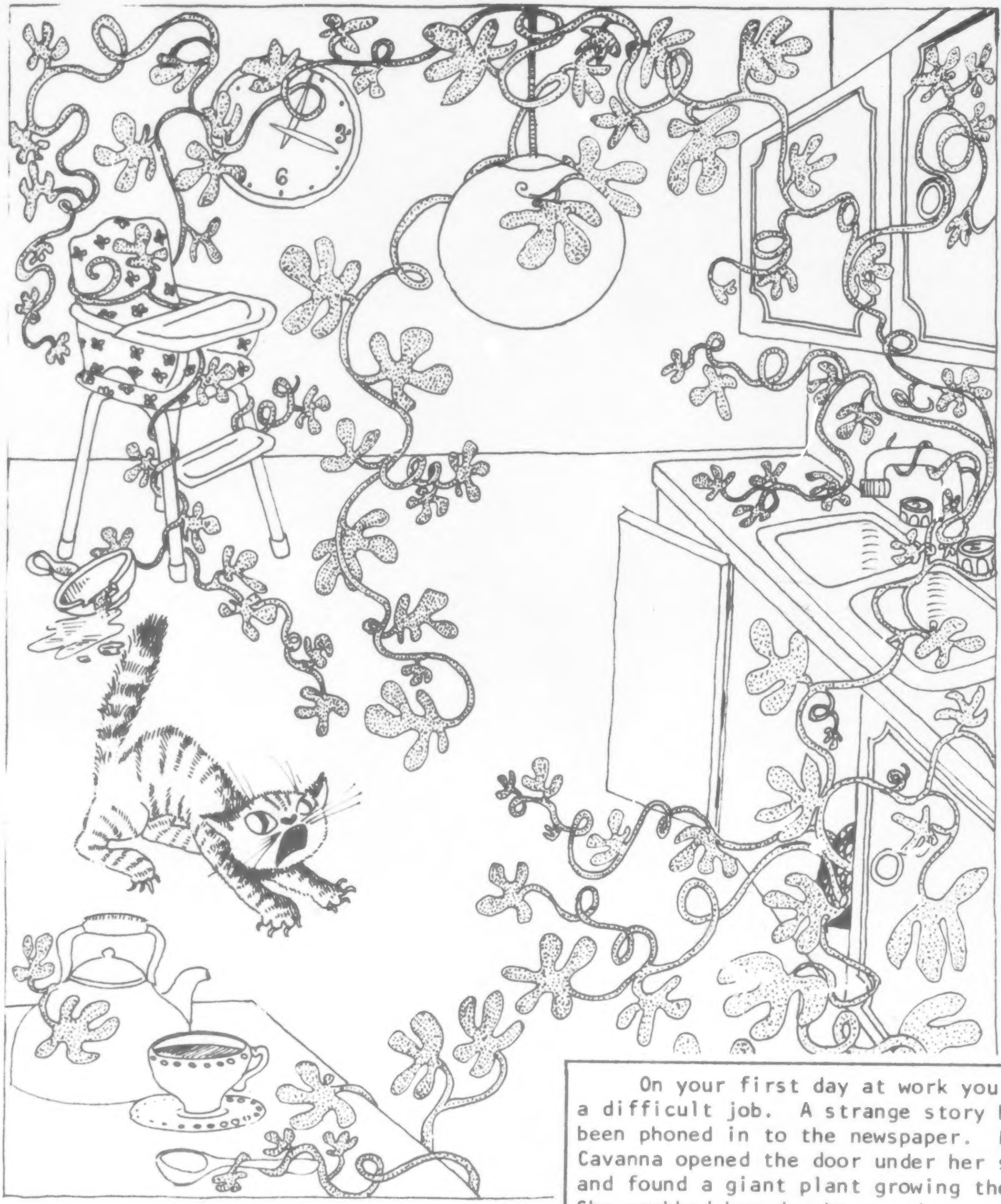
c) brainstorming for more specific synonyms that will support the mood selected.

d) selecting sensory details which reinforce the mood.

SKILL: OBSERVES DETAIL IN PLACES AND EVENTS

When working on development of this skill with students, it is advisable to explain to them that the best writing is quite precise in detail, whereas the poorest uses general terms with little specific information.

This skill is referred to as SKILL 24 in the Assessment of Written Expression reports.



On your first day at work you get a difficult job. A strange story has been phoned in to the newspaper. Mrs. Cavanna opened the door under her sink and found a giant plant growing there. She grabbed her daughter and ran out. Your editor sends you to the scene. You climb a ladder and look in. This is what you see. The newspaper artist has to be able to sketch this scene using only your description. From what you write, he has to draw everything in the room in its right place.

ASSIGNMENT: Make a set of notes describing this scene exactly. You should include all the details you can, and use any words which will help the artist to get everything in its right place. You do not need to use complete sentences.

Basis of the scale:	Number of objects discussed and visual descriptive detail; specificity of description.
Scale Point 1:	One to three general labels (for example, a table, a chair) are given. No detail description. No modifiers used.
Scale Point 2:	Four or more general labels provided. No detail in description. Must include a description of the plant.
Scale Point 3:	Two or three objects are described in some detail, for example, "a broken bowl". Must include a description of the plant.
Scale Point 4:	Four or more objects are described with good attention to visual detail, for example, "a terrified cat with his back arched, his tail sticking straight up and his claws out".

PROVINCIAL RESULTS (Grade 8)

Scale Points	1	2	3	4
Percent of Students	12	31*	35*	20

*The Interpretation Panel did not reach consensus as to whether or not Scale Point 3 represents a Minimally Acceptable level of achievement at this grade level.

SKILL: OBSERVES DETAIL IN PLACES AND EVENTS EXERCISE 2: PLANT DW 79

SCALE POINT 1

the plant was rapped around everything
the cat is half scared out of his mind
the plant is breaking dishes and
still growing and growing.

SCALE POINT 2

In this scene the strange
plant is going all over the
place. The plant goes wild
and anything. It covers over
the highchair, the clock, the light,
the sink, and all over the table.
The plant scared the cat half
to death. The plant started out
under the sink

SCALE POINT 3

It was 3:03 in the afternoon
The plant was growing from the cupboard
under the sink. It was wrapping around
things up the walls around the light on
the ceiling. There was a cat in the scene
no claws but hair standing straight
It was growing like a vine the
leaves were had three parts. Growing
quite fast
In the corner was a baby chair
& the plant ~~so~~ wrapped around it knock
a baby's food dish.
In the other corner is a table the
vine is wrapping around a spoon
a little.

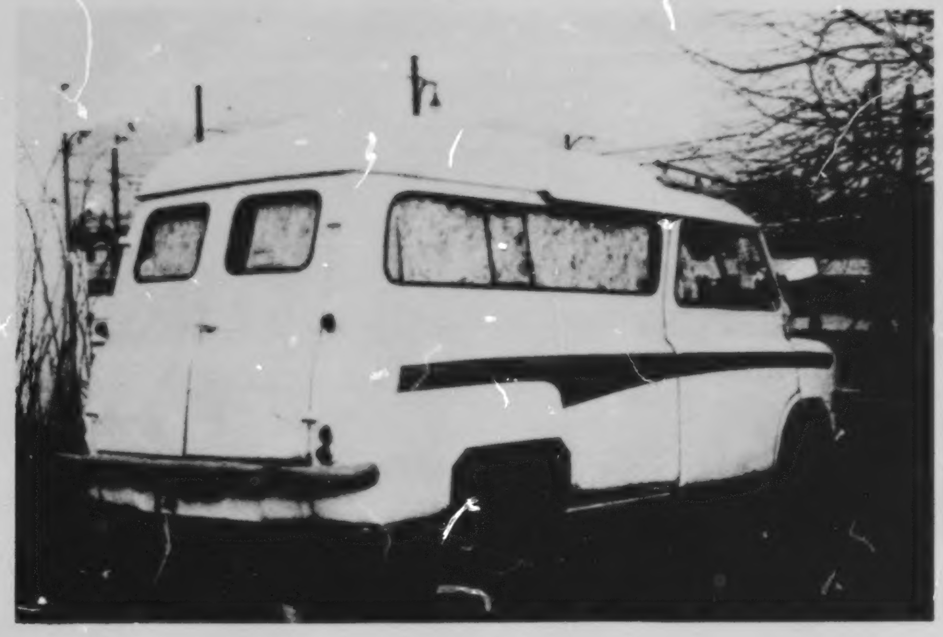
SCALE POINT 4

the kitchen itself — has a clock on the side wall. the front wall
has a sink with cupboards under and over the sink.
there is a baby chair in an angle towards the clock
wall. There is a broken saucer on the floor with some liquid
spilled. There is a cat in the middle of the room which is
frightened. its tail is in the air. And the face has a
look of a frightened person who is trapped by snakes.
~~on table~~ there is a table on it is a cup of coffee
a cattle and a spoon. under the cup of coffee is a plate.

Now getting back to the plant. — there is a cupboard open
under the sink. And there is a black unknown thing. You
can only see half of it. its about 4 inches high. that is
where the plants seemed to come from. It is all the room
on a light bulb on the roof its covering the sinks spread
infront of the top and bottom cupboards and is
whirled around the baby chair. it is on the table. It
is ~~like a~~ joined together like — a rope ~~and~~ or
a snake which is about 40 feet long. it
is cut in some places.

On your third day at Gauge, you are the only witness to a hit-and-run accident. A van, driven by a customer who hurried from the store, slammed into Chris's car and then sped away.

Chris asks you to write down a detailed description of the van.



ASSIGNMENT: Write a detailed, organized description of the hit-and-run vehicle pictured above.

This scale actually works by counting the omission of significant details.

Basis of the scale: Inclusion of features (wheels, painting, important body modifications, type of vehicle), and precision of description. A list is acceptable.

Scale Point 1: Omits two or more significant features. Includes obvious errors. No precision (for example, "nice paint", big wheels").

Scale Point 2: Omits mention of one major feature.

Scale Point 3: All major features are mentioned but description lacks precision.

Scale Point 4: Mentions all major features of the van. Each area has some precise detail, (for example, 'spoked wheels'). There is some recognizable order.

PROVINCIAL RESULT (Grade 12)

Scale Points	1	2	3	4
Percent of Students	14	31	39	15

*

*Interpretation Panel cut-off point.

SCALE POINT 1

Travis Ferry [illegible] 9 o'clock in the evening. I saw a [illegible] and into your car and just sped away. [illegible] in the [illegible] was it. Very clean [illegible] was a white Van with a big Blue [illegible] stripe down on the body. I don't know what [illegible] it made that was no license on with a lot of [illegible]

SCALE POINT 2

The Van is white with a Orange irregular stripe. It is an older model ski rack on the front no license plates, custom bumper. Curtains which aren't important proof anyway. Two doors in the front and also two in the Rear. Sunglass stickers in the back window

SCALE POINT 3

The van that hit Chris's car was a van. It was one of those camper-van conversion. It was white with a dark stripe down the side (only saw one side) that looked like this
The van also had curtains on the back and side windows [illegible] but not on the cab windows. The doors of the van are the kind that slid open. I would say that the van is not a new model. It could be anywhere from five to ten years old. Also there were no hub caps. On the whole this van did not have a back license plate. It also had a sticker on each of the two back windows.

SCALE POINT 4

It was an older model vehicle. It was [illegible] white with a red band around the sides [illegible]. The hub caps were missing on at least the right rear wheel. The windows were trimmed in black rubber combing. The two front doors were sliding doors on runners while the back doors swung open [illegible] [illegible] over the cab, on the roof, was a carrying rack of some type. There was no rear license plate. The taillights were all intact. The top of the van was raised slightly to create more room inside. There may have been a skylight. Rear fenders and bumper slightly rusted. Windows in back all had closed curtains. Two stickers, one on each side, in back windows. Back doors did have windows. Side windows were of sliding variety. Tires had a narrow strip of white wall at least one side [illegible], one right side.

SUGGESTIONS FOR TEACHING:

(1) Pre-activities:

a) Sense-word exercises: collecting words, perhaps on a chart, that refer to taste, sight, touch, smell, or sound and which are related to the object or activity to be observed.

b) Ladder of abstraction: listing words from most general to most specific: e.g. room, office, dentist's office, my dentist, Dr. Smith's office.

c) Word cache: listing a large collection of words that could be used in a description; e.g. wheels, hubs, spokes, radials, mags, rims,etc.

d) Brainstorming for appropriate words (especially good in group work).

(2) Activities:

a) Observing details in role-playing situations.

b) Observing details in pictures or objects.

c) Objective reporting, as in a police or newspaper report.

d) Drawing maps or diagrams of important settings from literature under study.

SKILL: DISTINGUISHES BETWEEN ESSENTIAL AND PERIPHERAL DETAIL

This is an often-ignored skill that is very useful in all subject areas and in many vocational or post-secondary education situations. Note: this skill is distinct from the skill of writing in a terse telegraphic style, in that more complete sentencing and paragraphing is required.

A teacher might select passages in which there are clearly dominant major ideas with supporting details which are obviously subordinate. Encyclopedia articles do not work as well as do magazine articles or newspaper articles/editorials. When students are editing or summarizing without the teacher involved as a marker, the teacher should pre-select the major ideas and prepare a chart or checklist for the exercise. Concise, economical style is essential to this skill.

This skill is referred to as SKILL 27 in the Assessment of Written Expression reports.

One of the main jobs in a newspaper office is to make long stories and articles fit into a small space on the page. Today when you get to work, the editor hands you a story about sponges, which she wants to use in the Science Corner. The article about sponges is far too long, so the editor wants you to summarize it. You need to find all the important ideas and write them in two or three sentences of your own.

ASSIGNMENT: Read the article about sponges carefully. Decide what you think are the important ideas, and then write two or three sentences summarizing these ideas.

SPONGES

The sponge is a water animal which is attached to the bottom of the ocean. There are many kinds of sponges and they vary in shape and size. Some sponges are shaped like vases, but most sponges have no exact shape. Some may be thin and flat while others may be round. Still others may look like the branches of a tree or bush. They may grow from one inch to several feet. When alive, these animals may be of many colours. Blue, green, yellow, red and even black sponges have been found.

Sponge fishermen use several different methods to get sponges. In deep water, such as the Mediterranean Sea and the Gulf of Mexico, fishermen use deep sea diving suits. Sometimes they go down a hundred feet or deeper to get the sponges. In shallow waters near the coast of Florida, fishermen use the hooking method. Two men go out in a glass-bottomed boat. Looking through the glass bottom of the boat, the men can see fifty or more feet below the surface. One man manages the boat, while the other lowers a pole with a hook. He uses the hook to loosen the sponges and bring them to the surface. The fishermen then spread the sponges on the deck to dry.

SKILL: DISTINGUISHES BETWEEN ESSENTIAL AND PERIPHERAL DETAIL

EXERCISE 2: SPONGES

Basis of the scale: Inclusion of essential ideas - water animal; variety of colours, shapes and sizes; two methods of collecting. Exclusion of peripheral material. Brevity.

Scale Point 1: Little attempt at sorting ideas. Omits two or more essential ideas or includes three or more peripheral details. Most lengthy responses fall at point 1, but some short responses do also.

Scale Point 2: Either omits one of the essential details OR includes one or two peripheral details. Some tolerance should be allowed for peripheral detail if it is used as an example of an essential point.

Scale Point 3: Includes the three essential ideas and NO peripheral material except as support of an essential idea and usually within the same sentence. Maximum three sentences.

PROVINCIAL RESULTS (Grade 8)

Scale Points	1	2	3
Percent of Students	33	55	8

*Interpretation Panel cut-off point.

SKILL: DISTINGUISHES BETWEEN ESSENTIAL AND PERIPHERAL DETAIL

EXERCISE 2: SPONGES

SCALE POINT 1

Sponges

The sponge is a water animal. There are very many different kinds of sponges, varying in size and shape. Some sponges have an exact shape. They may grow from one inch to several feet. When they are alive, these animals may be of many colors.

Sponge fishermen use many methods to get the sponges. In deep water fishermen use diving suits. Sometimes they go down a hundred feet or more to get the sponges. In shallow water, fisher men use the hooking method. Two men go out in a glass-bottomed boat. They can see over fifty feet below the surface. One man steers the boat, while other uses a pole with a hook to loosen the sponges and bring them to the surface. The fisherman spread the sponges on the deck to dry.

SCALE POINT 2

The sponge is a water animal found at the bottom of the ocean. They come in many shapes sizes and colours. They grow from an inch to a foot!

Sponge fishermen use many ways of fishing sponge. In deep water they use diving gear. In shallow water they hook them on a pole. Then the spread them on deck

SCALE POINT 3

The sponge is a water animal and lives at the bottom of the sea. The sponges come in many shapes colours size and appearance. Sponge fishermen use many instruments to capture sponge. It depends on how deep the water is.

GAUGE GAZETTE MEMO

We have space for a short article of approximately one hundred and twenty words on "Rocket Power for Space Flight". The article in its present form is more than four hundred words long. I want you to read the piece on the next page and rewrite it so that it is much shorter. You will have to leave out some things but be sure to include all important facts or ideas related to the topic. Do not add anything of your own. Just write all the important ideas in a paragraph or two using about one hundred and twenty words.

ROCKET POWER FOR SPACE FLIGHT

Power is one of the major ingredients of the space age. Just to place a satellite into orbit, tremendous quantities of fuel must be expended.

What type of engines can produce the power necessary for space-flight? Let us look at three basic engine types: the reciprocal, jet and rocket engines. Of these, only the rocket can operate in space.

The reciprocal engine was the first engine used for air flight. Today it is a highly complex devise; however, it cannot be used in space.

The jet engine was developed at the end of World War II. Today it is used in all high performance aircraft. It is much simpler in construction than the reciprocal engine, having no carburetor, ignition system, cooling system, or reciprocating parts. Although the jet engine produces much more power than the reciprocal engine, the jet cannot be used in space either.

The rocket engine is the only one capable of operating in the vacuum of space. The reciprocal and jet engines must fly through the air to obtain oxygen needed to burn the fuel. Because of this, they cannot function where the oxygen supply is too scarce. Rocket engines, on the other hand, carry their fuel and oxidizer, so they do not have to remain in the atmosphere in order to function properly. Regardless of any future advances that might be made in jet engines, they will always be restricted to the relatively thin envelope of air surrounding the earth.

Balloons are useful in demonstrating some of the effects of rocket engines. Long thin balloons tend to be more stable than shorter balloons. Also, the flights will be more stable when straws are inserted into the mouth of the balloon.

One of the basic principles of rocket flight, demonstrated by the balloon, is Newton's third law of motion: An action produces an equal but opposite reaction. The action-reaction principle produces flight in rockets. The action of the escaping gases pushes the rocket vehicle in the opposite direction.

Getting a rocket off the launching pad requires tremendous force. The thrust must be greater than the total weight of the vehicle. Once the vehicle is in orbit, however, the brute force is no longer necessary. Then, even a small application of force will produce a change in the speed of the satellite.

Because of the difficulty in getting rockets into space and then to their distant objectives, scientists have devised a system of "staging" to help the payload get to its target.

Upon launch, the first stage lifts the entire vehicle off the pad and starts it on the journey. When the first stage burns out, it is simply discarded. The second stage ignites and propels the rest of the vehicle on its way without the dead weight of the huge, empty first-stage fuel tanks. In a similar way, the third stage takes over when the second stage burns out and is discarded.

This is a very expensive way to take a trip, but it is the only way to get the man (payload) to his destination.

SKILL: DISTINGUISHES BETWEEN ESSENTIAL AND PERIPHERAL DETAIL

EXERCISE 3: ROCKET POWER DW 9

Basis of the scale: Number of major ideas included; number of words used. There are eight major ideas to be counted; other information should be ignored.

1. Large quantities of fuel are required to put a satellite in orbit.
2. Only a rocket engine can function outside earth's atmosphere (in vacuum of space).
3. The rocket engine carries its own oxidizer (and fuel).
4. Action-reaction principle applies to rocket engines (directly stated or implied).
5. Tremendous force required for launch - greater than weight of vehicle.
6. Once in orbit, less force is needed.
7. "Staging" - three stages.
8. Discarding of fuel tanks to reduce weight.

Scale Point 1: Fewer than four major ideas included or five or six ideas using more than 210 words or seven or eight ideas using more than 240 words.

Scale Point 2: Four ideas using 135 - 160 words or five or six ideas using 181 - 210 words or seven or eight ideas using 211 - 240 words.

Scale Point 3: Four ideas using fewer than 135 words or five or six ideas using 135 - 180 words or seven or eight ideas using 211 - 240 words.

Scale Point 4: Five or six ideas using fewer than 135 words or seven or eight ideas using 135 - 180 words.

Scale Point 5: Seven or eight ideas using fewer than 135 words.

PROVINCIAL RESULTS (Grade 12)

Scale Points	1	2	3	4	5
Percent of Students	35	16	27	16	1

SKILL: DISTINGUISHES BETWEEN ESSENTIAL AND PERIPHERAL DETAIL

EXERCISE 3: ROCKET POWER

DW 91

SCALE POINT 1

Rocket Power for Space Flight

Power is one of the major ingredients of the space age. To place a satellite into orbit, tremendous quantities of fuel must be expended.

Three basic engine types can produce the power necessary for space flight: the ~~rep~~ reciprocal, jet and rocket engines. Of these only the rocket can operate in space.

The reciprocal engine, the first used for air flight, is a highly complex device; however, it cannot be used in space.

The jet engine developed at the end of World War II, today is used in all high performance aircraft. ~~the~~ Although the jet engine produces much more power than the reciprocal, it is much simpler in construction; the jet cannot be used in space either.

The rocket engine is the only one capable of operating in the vacuum of space. The reciprocal and jet engines must obtain oxygen needed to burn the fuel. Rocket engines carry both fuel and oxidizer so they do not have to remain in the atmosphere in order to function properly.

Newton's third law of motion: for action produces an equal but opposite reaction, produces flight in rockets. The escaping gases push the rocket in the opposite direction.

Getting a rocket off the launching pad requires tremendous force. Once in orbit, the brute force is no longer necessary.

Because of the difficulty in getting rockets into space on to their distant objectives, scientists devised a system of "staging".

The first stage lifts the vehicle off the pad, burns out and is discarded. The second stage ignites and propels the ~~rem~~ rest of the vehicle on its way. The third stage takes over when the second stage burns out and is discarded.

This is very expensive, but it is the only way to get man to his destination.

SCALE POINT 2

Rocket Power for Space Flight

Power is one of the major ingredients of the space age. This power is provided by three basic engine types: the reciprocal, jet and rocket engines.

The reciprocal engine was the first engine used for air flight. An engine of simpler construction is the jet engine. Neither of these are suitable ~~to~~ for operation in space.

~~The~~ Rocket engines do not have to remain in the atmosphere in order to function properly. Therefore, of the three types of engines, the rocket engine is the only suitable one for space travel.

A basic principle of rocket flight, is the as demonstrated by balloons, i.e. an action produces an equal and opposite reaction. It is this reaction that produces flight in rockets.

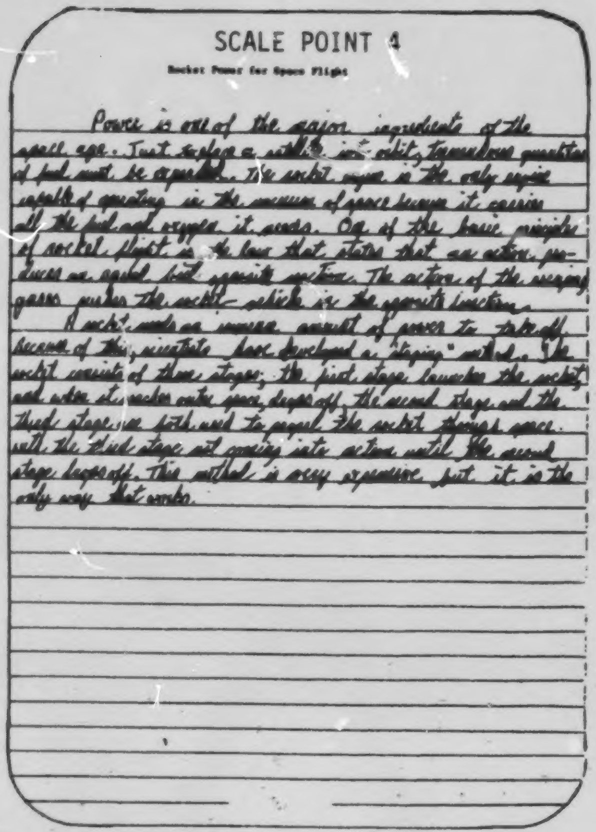
As tremendous force is needed to a lift a rocket, then "staging" of rockets has been developed.

Although a space travel is expensive, it is necessary to get man to his destination.

SCALE POINT 3

Rocket Power for Space Flight

Power is one of the major ingredients of the space age. First to place a satellite into orbit, tremendous quantities of fuel must be expended. Let us look at three basic engine types: the reciprocal, jet & rocket engines. Of these, only the rocket can operate in space. The rocket engine is the only one capable of operating in the vaccum of space. Balloons are useful in demonstrating some of the effects of rocket engines. One of the basic principles of rocket flight, demonstrated by the balloon, is Newton's 3rd law of motion: An action produces an equal but opposite reaction. Getting a rocket off the launching pad requires tremendous force. Once the vehicle is in orbit, however, the brute force is no longer needed. Scientists have devised a system of "staging" to help the payload get to its target. This is a very expensive way to travel, but it is the only way to get the man (payload) to his destination.

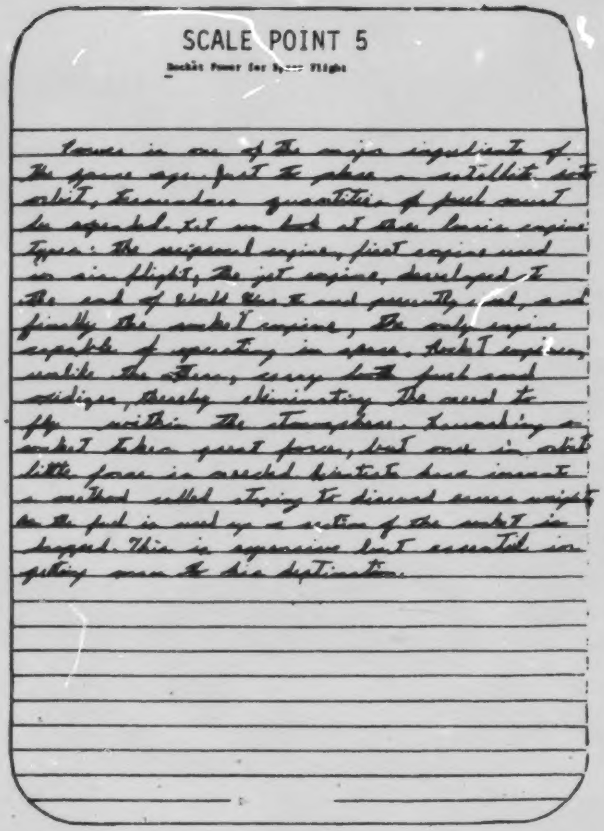


SCALE POINT 4

Rocket Power for Space Flight

Power is one of the major ingredients of the space age. Just to place a satellite into orbit, tremendous quantities of fuel must be expended. The rocket engine is the only engine capable of operating in the vacuum of space because it carries all the fuel and oxygen it needs. One of the basic principles of rocket flight is the law that states that an action produces an equal but opposite reaction. The action of the escaping gases pushes the rocket which is in the opposite direction.

A rocket needs an immense amount of power to take off. Because of this, scientists have developed a "staging" method. The rocket consists of three stages; the first stage launches the rocket and when it reaches outer space, drops off. The second stage and the third stage are both used to propel the rocket through space, with the third stage not coming into action until the second stage drops off. This method is very expensive but it is the only way that works.



SCALE POINT 5

Rocket Power for Space Flight

Power is one of the major ingredients of the space age. Just to place a satellite into orbit, tremendous quantities of fuel must be expended. Let us look at three basic engine types: the reciprocal engine, first engine used in air flight, the jet engine, developed at the end of World War II and presently used, and finally the rocket engine, the only engine capable of operating in space. Rocket engines, unlike the others, carry both fuel and oxidizer, thereby eliminating the need to fly within the atmosphere. Launching a rocket takes great force, but once in orbit little force is needed. Scientists have invented a method called staging to discard excess weight. As the fuel is used up a section of the rocket is dropped. This is expensive but essential in getting man to his destination.

SUGGESTIONS FOR TEACHING:

(1) Re-write a passage for a specific audience, i.e., a technical passage on rockets may be written for a kindergarten audience.

(2) Write a summary of plot, character, theme or setting as in a review.

(3) Write formal outlines and select main headings and supporting details.

(4) Try oral exercises which include role-playing by several members of the class, with the other students listening and summarizing (i.e. customer and manager, who must then give instructions to workman). Students summarize essential comments of each character.

(5) Prepare a critique of a specific selection, summarizing the information so that readers will then know whether to refer to the selection for more information on a topic.

(6) Write an autobiography including major significant stages in your life leading to a certain conclusion. For example, write an autobiography which uses three major events in your life which taught you to be tolerant of other people.

(7) Use information from other subjects - i.e. a science, home economics or industrial lab with procedure and conclusion.

SKILL: ADJUSTS TONE TO AUDIENCE

It is suggested that the rather low provincial results for this skill at the Grade 12 level may well be the result of assigning students to WRITE a SPEECH and then measuring the resulting work according to its "oralness". One quarter of the sample failed to complete this exercise at the Grade 12 level.

This raises questions as to the reliability of the topic in the Grade 12 exercise. The teacher might do better to make the topic more controversial and appropriate. "Write a letter to the editor of your local newspaper on some issue current in your district" is probably a more effective vehicle for testing this skill.

This skill is referred to as SKILL 29 in the Assessment of Written Expression reports.

CAUGHT IN THE TRACKS

There is a railway crossing in the middle of town that needs repairs. One day, on your way to work, you get into trouble there. The newspaper makes a big story out of it. Here is what it says:

CAUGHT IN THE TRACKS!

> Our grade 8 reporter almost died today under the grinding wheel of a huge locomotive. As the train raced down the tracks, its bell clanging a warning and sparks showering from the sliding wheels, our reporter struggled to free his two-month-old pup that was caught in the tracks. Only at the last second did the dog's foot spring free and our reporter escape from the onrushing express.

The paper will not be delivered for several days but when it is, and your grandmother reads that story, she is going to be very alarmed. You decide to write her a letter telling her what happened but making it sound a lot less exciting.

ASSIGNMENT: Write to your grandmother telling her what happened at the train crossing. Do not change the facts of the story but tell it in a less exciting way so that she will not be worried about you.

You do not have to write any address. Just start on the story.

Basis of the scale:	Number of 'units' (words, phrases or clauses) which evoke anticipation or danger. Length must be considered.
Scale Point 1:	Ten or more units evoking anticipation or danger, OR very short - insufficient material to demonstrate skill.
Scale Point 2:	Six to ten units evoking anticipation or danger.
Scale Point 3:	Two to five units evoking anticipation or danger.
Scale Point 4:	Not more than one unit evoking anticipation or danger.

PROVINCIAL RESULTS (Grade 8)

Scale Points	1	2	3	4
Percent of Students	17	9	40	31

* *

*The Interpretation Panel did not reach consensus as to whether or not Scale Point 3 represents a Minimally Acceptable level of achievement at this grade level.

SKILL: ADJUSTS TONE TO AUDIENCE

EXERCISE 2: CAUGHT IN THE TRACKS

SCALE POINT 1

Mother there is a story coming out that said, I was almost run over by a train with ~~my~~ dog but I tell you now that I never come near the train. There ~~was~~ wasn't even a train mother, because the track was under repairs, so don't believe these news stories.

SCALE POINT 2

One day I was walking down the tracks and I saw a small pup ~~was~~ trying to get his leg ~~out~~ from under the tracks so I tryed to help the pup when just then I heard the whistle of a train ~~and~~ so ~~saw~~ I started working faster and the train was coming closer. I heard the engineer slam on the brakes and the trains wheels started shooting sparks I quickly gave a tug on the dogs leg and it came loose. I got out of the way with no injury and the dog got out of the way also.

SCALE POINT 3

DEAR GRANDMOTHER,

I WAS CAUGHT IN THE TRACKS TRYING TO FREE MY DOG THE OTHER DAY. THE TRAIN WAS COMING DOWN THE TRACKS AND I GOT OUT WITHOUT TO MUCH HASSLE. I AM ALRIGHT AND SO IS MY DOG. PLEASE WRITE BACK AND TELL ME WHAT YOU THINK.

LOVE,
YOUR GRANDSON

SCALE POINT 4

Dear Grandmother:

I imagine by the time you recieve this letter you will have read the newspaper. About that story called Caught In The Tracks don't worry you know how newspapers can spruce things up. all that happed was I was walking my dog down by the train tracks and one of the boards supporting the tracks slid and fell on Rovers foot. Just as I was about to free Rovers foot I heard a train coming I got Rovers foot loose in time matter of fact I had ten seconds before the train passed me. Well got to go now, by the way Rover's foot is only swollen. Bye now.

Your Granddaughter

Michele

SKILL: ADJUSTS TONE TO AUDIENCE

EXERCISE 3: SPEECH

A poster in Aunt Libby's store announces that the Gauge Improvement Society is proposing to censor books in school and public libraries. A public meeting has been scheduled to hear both sides of the issue. Any interested person will be permitted to speak for up to two minutes. You have definite views on censorship and, even though you are an outsider, you decide to speak at the meeting.

ASSIGNMENT: On the following pages write the speech that you intend to make. Give reasons for your opinions and try to persuade the audience to agree with you.

Basis of the scale:	Appropriateness of tone - persuasive, but equable.
Scale Point 1:	Tone is inappropriate - offensive, strident or aggressive. No persuasion.
Scale Point 2:	Tone is insensitive to audience. May be ambiguous. Opinionated without supporting argument. Not an oral communication - to be read, not spoken.
Scale Point 3:	Obviously intended as an oral communication. Pedestrian and ineffective as persuasion. May be somewhat tactless.
Scale Point 4:	Obviously intended as a speech. Persuasive but somewhat stilted - lacks fluency.
Scale Point 5:	Obviously intended to be spoken. Persuasive and fluent. Tone is equable - not offensive or opinionated.

PROVINCIAL RESULTS (Grade 12)

Scale Points	1	2	3	4	5
Percent of Students	16	17	23	12	6

SKILL: ADJUSTS TONE TO AUDIENCE

EXERCISE 3: SPEECH

SCALE POINT 1

MY CENSORSHIP SPEECH

Censorship of books in school and public libraries imposed on our freedom. In a democratic society such as ours we the Canadians should have the freedom to choose what we want to read.

SCALE POINT 2

MY CENSORSHIP SPEECH

Good afternoon ladies and gentlemen. Most of you don't know me but I would say most would know about censorship.

Censorship, although part of our lives, has not played a major role in society. I feel that without censorship the younger generation will grow up corrupted by the evils of present day society. Censorship is here to protect the younger generation, the young boys and girls from the ugly smut and garbage of todays world.

If we could enforce censorship the world could be made a better place for our children to grow up in. They could live better lives than us because the world would be a cleaner better place. ~~[illegible]~~ By cleaning up books we could cleanse society of evils.

SCALE POINT 3

MY CENSORSHIP SPEECH

I've decided to speak here today because I feel very strongly against censorship of books in schools and public libraries. Often times we feel our children are being led astray by domineering, outspoken individuals and outspoken writers, ~~[illegible]~~ read by our kids. But then I remember a religious saying "Bring your child up in the way he is to go and he will not stray from it." I believe that if I can teach my child to use self discipline and know for himself what is good to read and that which is filth. Now I'm not saying that our libraries should be seen purchasing books which are on the border line of filthy, but I feel my child should know the difference. Perhaps too we need to see things (read things) that are not well written, have bad language usage and are trashy novels to appreciate a good and well written book.

SCALE POINT 4

[illegible]

Although I am an outsider, visiting here for only a week, I have some very definite views on censorship in school and public libraries. It is impossible to set down one ruling for both of these situations. ~~Censorship should~~ Censorship should definitely be carried out when choosing books for school libraries. It is impossible to judge when people are mature enough to ~~[illegible]~~ their own censoring, so censorship must be carried on at all levels of public education. School libraries are for the children. The materials they read should definitely be censored. Books will influence their views and behaviour. However, you must make sure that the censoring is done by wise and fair people.

In public libraries though, censorship should not occur. Taxpayers help pay for both ~~these~~ libraries, but the public library is for their own use. The library must contain ~~[illegible]~~ materials for everyone. Books that some people find offending should be placed in a separate section of the library. They do not have to have any contact with ~~the~~ them. As for children being able to read any offending material, that is up to the parents. They should have enough control to tell their children not to look at ~~them~~ the material and know that they won't.

I thank you for listening to me. And hope that you will think ~~[illegible]~~ fairly before making your decision on this matter.

[illegible] hard but with an open mind,

SCALE POINT 5

[illegible]

I believe that the Saving Improvement society should not censor the books in schools and public libraries. As Canadian citizens, we have the responsibility to see they are stopped.

As Canadians we are proud of our freedom. We have the right to choose our religion, marry who we wish, [illegible] job that we [illegible]. We have often fought for the freedom of other peoples to have the same choices we do. Now someone wants to censor and decide for us what books we can read. Is this natural to Canadians? What would come next, I fear. If our books are censored, why not our mail? or television? or newspapers?

Another point that the society uses is that our children should be protected. I feel that protection of our sons and daughters is the job of the parents. Parents must take the time to explain what type of books are suitable for reading and which should be left for later years.

Censorship cannot guarantee that all ~~[illegible]~~ controversial books will become non-existent. Look back at what happened in the nineteen twenties when liquor was [illegible] the black market flourished.

Many of you are saying that this is much [illegible] to [illegible] in such a small town but where do restrictions begin? One day our children will be governing this country and perhaps they will vote to place some restrictions on Canadian citizens. If they grow up without freedom, they will have nothing to ~~[illegible]~~ compare restrictions to.

We must fight all attempts at anyone taking our freedoms away from us. Democracy is based on the individual's right to be self governing and censorship is the first step to a loss of our democratic system ~~[illegible]~~.

SKILL: ADJUSTS TONE TO AUDIENCE

SUGGESTIONS FOR TEACHING:

It is suggested that exercises should be highly "contextual" - e.g. exercises arising from relevant issues such as curfews, abolition of Graduation Exercises, or minimum age for driver's licenses. Be sure that students are directing their views to a specific audience; e. g. administration of the school, student council, provincial government.

SKILL: MAKES A JUDGEMENT, ELABORATES AN OPINION

Note that for mastery of this skill, students do not _merely_ state an opinion but must also give supporting evidence and convincing reasons.

This skill is referred to as SKILL 30 in the Assessment of Written Expression reports.

What Makes a Good Teacher?

Today the editor wants to have an opinion article on page four. She thinks education is a topic many people are interested in. She wants you to write about: What Makes a Good Teacher? In your many years in school, you've been taught by all kinds of teachers: male and female, old and young, beginning and experienced, strict and easy-going. You think you know a lot about good teaching - and bad teaching.

ASSIGNMENT: Take a moment to think about good teachers you have known. Then give your ideas on what kind of person makes a good teacher, and what kinds of things you think a good teacher does - or should do.

SKILL: MAKES A JUDGEMENT, ELABORATES AN OPINION EXERCISE 2: TEACHER

The Grade 8 scale is a more fundamental scale than the Grade 12 scale.

Basis of the scale:	Number of opinion or judgement statements; degree of elaboration or support.
Scale Point 1:	Makes no more than two statements of opinion and provides no elaboration or support.
Scale Point 2:	Three or four opinions or support statements.
Scale Point 3:	Five or six opinions or support statements.
Scale Point 4:	Seven or more statements of opinion or judgement, or statements of supporting detail or elaboration (for example, examples) of opinion or judgement statements.

PROVINCIAL RESULTS (Grade 8)

Scale Points	1	2	3	4
Percent of Students	13	25	24	30

*Interpretation Panel cut-off point.

DW 106

SKILL: MAKES A JUDGEMENT, ELABORATES AN OPINION **EXERCISE 2: TEACHER**

SCALE POINT 1

think

The good teacher is one who is nice but not to slack. A teacher that can mix the right amount of niceness and strictness but not to strict. I liked my grade six teacher best because he was nice really nice, and the same time strict. That's a good teacher!

SCALE POINT 2

A good teacher to me is one that I can get along with. A good teacher should allow the class to talk but yet not let them get out of hand. A good teacher should also get along with the students. A good teacher should be lenient but yet be strict at times.

A bad teacher is one who just cannot get along with his students. He won't let the students talk or move around freely. The student therefore hates the teacher and there is almost a small ~~[illegible]~~ war between the two.

SCALE POINT 3

I think a teacher should not only be ~~[illegible]~~ a teacher but also a friend when you need one. A teacher that does things orally can make things more clear. Than just sending you home with homework. This way you know if you understand it. A teacher should not be to strict or to easy. If they are to easy you get away with murder, or if they are to strict it makes you feel out of place. A teacher must enjoy being around young children like to take the noise and hassel. If they don't enjoy them then they should not be teaching.

SCALE POINT 4

For the passed eight years I have been in school, I've had many different teachers. Short ones, Fat ones, Male teachers Female teachers. A ~~[illegible]~~ good teacher is one that is strict but has humour when called for. A ~~[illegible]~~ good teacher is also like a friend who helps you in class. He shouldn't be the type that let things slide, or the teacher who hits you and insults you ~~[illegible]~~ constantly. A teacher to be respected are ones who make things easy to understand and when having difficulties will sit patiently at a convenient time to discuss your problem. The teacher shouldn't embarrass you because you do something. Instead, he should pull you ~~[illegible]~~ aside and give you a bawling out if you need ~~some~~ one. But a real good teacher is a teacher who makes learning fun! This is my opinion of a good teacher.

Basis of the scale: Specific support by incident, example of explanatory statement. Opinion must be stated.

Scale Point 1: No clear statement of opinion. Not on the topic.

Scale Point 2: Opinions are stated but not substantiated. Repetitions, vague opinions, 'should' statements without support.

Scale Point 3: Some substantiation of opinion, but not effective - may be wordy, trite, over-generalized.

Scale Point 4: Opinion(s) elaborated clearly, concisely, with sufficient support by example, incident or explanation.

PROVINCIAL RESUTLS (Grade 12)

Scale Points	1	2	3	4
Percent of Students	16	28	21	11

Note: 21 - blank
3 - incomplete

*Interpretation Panel cut-off point.

SKILL: MAKES A JUDGEMENT, ELABORATES AN OPINION EXERCISE 3: SPEECH

A poster in Aunt Libby's store announces that the Gauge Improvement Society is proposing to censor books in school and public libraries. A public meeting has been scheduled to hear both sides of the issue. Any interested person will be permitted to speak for up to two minutes. You have definite views on censorship and, even though you are an outsider, you decide to speak at the meeting.

ASSIGNMENT: On the following pages write the speech that you intend to make. Give reasons for your opinions and try to persuade the audience to agree with you.

SKILL: MAKES A JUDGEMENT, ELABORATES AN OPINION

EXERCISE 3: SPEECH

SCALE POINT 1

MY CENSORSHIP SPEECH

Ladies and gentlemen I propose to send the magazine Mad from the newsstand because the information in them is purely uneducational and corrupt the mind of others. Here is one reason why I think this publication may should be banned. My 9 year old son has read up [illegible] of [illegible] garbage he is beginning to look like the guy on the cover The magazine boy. That is just one reason and one opinion but join me and help fight some of these rock bottom, unhumorous, gross publications on newsstands everywhere in America. God bless you and Goodnight [illegible] and

SCALE POINT 2

MY CENSORSHIP SPEECH

Good evening ladies & gentlemen. My name is Jack Chokey & I'd like to voice my opinion on censoring books in our schools & libraries.

I feel that censorship is a good thing to a certain extent. Books that have nudity, sex, swearing or have violence scenes or pictures in them should not be read or looked at by younger people. I feel although, that the age the books should be censored to ~~would~~ should be fifteen or sixteen. By the time a person reaches the age of 15 or 16 they are classified as young adults, therefore they already know or should know about such things as sex, nudity, etc. If censorship is going to come into our libraries & schools lets not have the age too high.

SCALE POINT 3

MY CENSORSHIP SPEECH

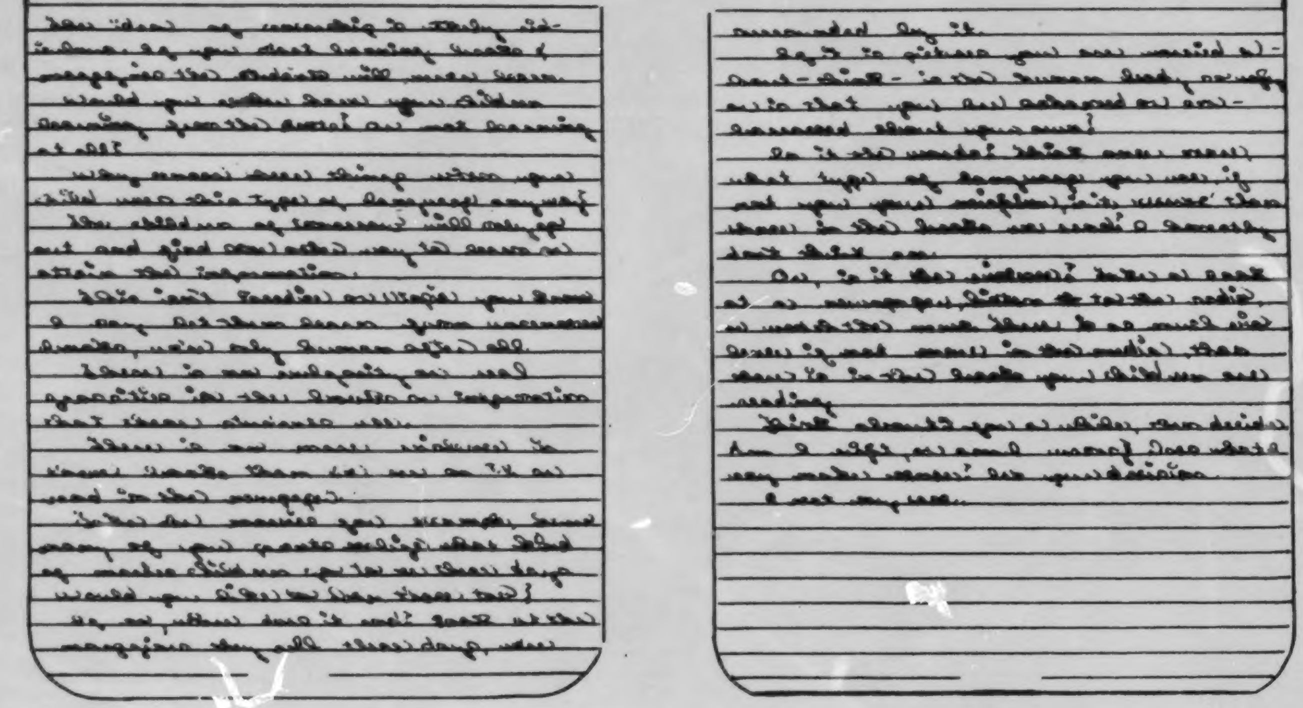
Ladies and Gentlemen, I would like to express my views on censorship. I think from my past experiences as a student I would say that censorship is not needed because it would do away with some of the best books ever written. It would make reading dull. If a person does not want to read profanned language, they don't have to. It is up to the reader to read what he wants to read and if the reader is offended by this they should not read the book. Censorship would not go across to well in todays society. In schools today it would not be of any surprise to a student to hear bad language. So I conclude my speach without further adue that censorship ~~is~~ should not be brought into schools and libraries

THANK YOU

SKILL: MAKES A JUDGEMENT, ELABORATES AN OPINION EXERCISE 3: SPEECH

SCALE POINT 4

MY CITIZENSHIP SPEECH



SKILL: MAKES A JUDGEMENT, ELABORATES AN OPINION

SUGGESTIONS FOR TEACHING:

A great deal of oral work is required in conjunction with this skill. Any similar topics assigned should be relevant to the student's experience and interests. Avoid hackneyed topics such as capital punishment or women's liberation which are likely to elicit repetition of clichés or emotional responses.

Students should have the opportunity to study sample articles or speeches developed by elaborating an opinion. The teacher might select examples from currect magazines or editorial pages.

(1) Teach this skill in conjunction with basic essay organization: topic paragraph or thesis, paragraphs with supporting judgements, concluding paragraph or clincher. More sophisticated methods of organization may also be taught: antithesis/thesis development, definition/examples, comparison/contrast.

(2) Oral presentations may involve debates or speeches. If the class then asks questions or an opposing speaker refutes the statements made in the presentation, students will have the opportunity to develop insight into clarifying vague arguments and reviewing dubious supporting examples.

(3) Present examples which are "loaded" rather than objective: for example, the same main idea developed by someone opposed and someone supporting the topic. This will help students to detect bias in presenting judgements and opinions.

(4) Have students study examples which are not developed with sufficient evidence or support in comparison to those which are developed in detail: for example, advertisements for a product compared with a consumer report on the product.

(5) Study examples of development involving varying qualities of support and complexities of opinion: for example, the editorial page of a newspaper or Ann Landers' column.

SKILL: SELECTS DETAILS TO SUPPORT A VIEWPOINT

Skills that call for persuasiveness demand a commitment on the part of the student. This skill is necessary as a prelude to teaching the idea of "thesis" or "point of view" essential to correct essay style.

The skill package is also useful as an introduction to debating and might well be used as such.

This skill is referred to as SKILL 31 in the Assessment of Written Expression reports.

DW 113

SKILL: SELECTS DETAILS TO SUPPORT A VIEWPOINT **EXERCISE 2: CLASSIFIED AD**

Car for Sale

The first writing you do for the newspaper is an advertisement for your sister's car. She has gone to nursing school and says if you can sell her 1965 Datsun you can keep all the money you get over $200.00. It's a small sports model with a stick-shift and a new paint-job: orange with a white racing stripe. The four-cylinder engine uses a lot of oil, but it still gets 30 miles (50km) to each gallon of gasoline.

Under the paint, the body is rusting away and the clutch is worn. However, the upholstery is good and the radio works well. There are new snow tires on the back but the front tires need replacing. There is only one crack in the windshield and it's on the passengers side.

ASSIGNMENT: Write a Car for Sale advertisement. Do not lie, but include as many details as you think will help sell the car. You can use no more than 35 words so choose your words carefully.

1) Write a rough draft on scrap paper.

2) Write your finished advertisement here - one word in each space. Maximum 35 words.

FRASER RIVER TIMES - - CLASSIFIED AD FORM

SKILL: SELECTS DETAILS TO SUPPORT A VIEWPOINT EXERCISE 2: CLASSIFIED AD

This scale is constructed to measure a positive viewpoint. Incorrect detail, even though it does support a viewpoint, should not be counted as a point.

Basis of the scale:	Number of positive details; accuracy of information; absence of negative details; omission of irrelevant details.
Scale Point 1:	Three or fewer positive points stated, or includes a great deal of negative detail. Includes inaccurate, misleading or irrelevant details.
Scale Point 2:	At least four positive points mentioned. May contain some negative details.
Scale Point 3:	At least six positive accurate details are presented. No inaccuracies or irrelevant detail. Little or no negative detail.

PROVINCIAL RESULTS (Grade 8)

Scale Points	1	2	3
Percent of Students	27	30	42
		*	*

*The Interpretation Panel did not reach consensus as to whether or not Scale Point 2 represents a Minimally Acceptable level of achievement at this grade level.

SKILL: SELECTS DETAILS TO SUPPORT A VIEWPOINT

EXERCISE 2: CLASSIFIED AD

SCALE POINT 1

Write a rough draft here:

Car for Sale
The car is a 1973 dodge, with good gas milage. It is a six-cylinder uses very little oil. The upholstery is good. Under the paint, it is in good condition, but the left rear has a little rust.

Write your finished advertisement here - one word in each space. Maximum 35 words.

FRASER RIVER TIMES - - CLASSIFIED AD FORM

Car For Sale

The	Rcar	is	a	1973
dodge,	with	good	gas	milage
It	is	a	six-cylinder	uses
very	little	oil.	The	upholstery
is	good.	Under	the	paint,
it	is	in	good	condition,
but	The	left	rear	has rust

SCALE POINT 2

Write a rough draft here:

Car for ~~[illegible]~~ sale
An Orange 1965 Datsun with sporty racing stripe. A four-cylinder engine gets 30 miles to a gallon. Radio works well ~~an~~ but needs new front tires and a crack in the windshield

Write your finished advertisement here - one word in each space. Maximum 35 words.

FRASER RIVER TIMES - - CLASSIFIED AD FORM

Car For Sale

	~~Car~~	~~For~~	~~Sale~~	
~~An~~	~~Orange~~	~~1965~~	~~Datsun~~	~~with~~
An	orange	1965	Datsun	with
sporty	racing	stripe	A	four
cylinder ~~[illegible]~~	engine	gets	30	milles
per	gallon.	Radio	works	fine
Car	needs	new	front	tires
and	theres	a	crack	in
the	windshield			

SCALE POINT 3

Write a rough draft here: Car for sale:
A nice Datsun coupe with a stick shift, new paint job. four-cylinder engine, which gives 30 mpg. It also has a new radio, a new snow tires.
All of this at [illegible] only of $[illegible].

Write your finished advertisement here - one word in each space. Maximum 35 words.

FRASER RIVER TIMES - - CLASSIFIED AD FORM

CAR FOR SALE:

A	NICE	Datsun	Coupe	WITH
A	STICK	SHIFT,	NEW	PAINT
JOB,	FOUR	cylinder	ENGINE.	WHICH
GIVES	30 MPG.	IT	also	HAS
A	NEW	RADIO,	AND	NEW
SNOW	TIRES	All	of	THIS
AT	only	$49.99		

Your aunt is happy to have you work in the store for a week. You write to tell her you are bringing a friend. You assure Aunt Libby of Chris's many good qualities.

The 'personal' comments under Chris's graduation picture in last year's yearbook read as follows:

> Witty Chris, who loves to talk, was occasionally seen hurrying, late for class. When the voice of this popular member of the Championship Swim Team was heard above the general roar, we heard, "I'll NEVER learn how to do percentage!". Chris claims to have "sought, held, and moved on from" more jobs than any other Grad this year.
>
> Greatest Achievement to Date: "Paying off my car."
>
> Ambition: "To be rich and able to do anything I please."
>
> Interests: French and typing.
>
> Pet Peeve: None.

ASSIGNMENT: Write a recommendation describing Chris's qualities in a way that will appeal to Aunt Libby as an employer and as a landlady. Be as persuasive as you can, but do not say anything that is not true. You do not need to address the letter. Just put in the date and begin.

This scale is constructed to measure a positive viewpoint. Incorrect detail, even though it does support a viewpoint should not be counted as a point.

Basis of the scale:	Number of details provided to support the viewpoint that Chris would be suitable. The 'score' for each paper is obtained by counting the number of positive characteristics mentioned, and subtracting from the total number of positive characteristics the number of negative characteristics mentioned. For example, a letter mentioning three positive qualities and two negative qualities would receive a score of 'one point'. Irrelevant and invented material is to be ignored.
Scale Point 1:	No positive characteristics or qualities mentioned.
Scale Point 2:	Final score (i.e. balance of positive qualities mentioned minus negative qualities mentioned) is one point.
Scale Point 3:	Final score is two points.
Scale Point 4:	Final score is three points
Scale Point 5:	Final score is four or more points.

PROVINCIAL RESULTS (Grade 12)

Scale Points	1	2	3*	4	5
Percent of Students	5	12	24	25	31

*Interpretation Panel cut-off point.

SKILL: SELECTS DETAILS TO SUPPORT A VIEWPOINT

EXERCISE 3: RECOMMENDATION

SCALE POINT 1

April 4/78

Witty Chris is a graduate of 1977. She is very ~~[illegible]~~ loud and loves to talk. What all she do she put a good effort into it. ~~[illegible]~~

She is a little at getting to [illegible]. It is hard to ~~[illegible]~~ depend on her to be where you want her at that time. She ain't to intelligent but is smart but average in other [illegible]. It is hard to make her [illegible] she is very stubborn ~~[illegible]~~ and needs lots of discipline. Witty Chris is an active [illegible] in swimming. She ~~[illegible]~~ enjoys [illegible] and typing.

SCALE POINT 2

April 12th/78

Dear Aunt Lilly

I have found a trusting friend to come with me on this job, you have found us. His name is Chris, he's a fine kid, he doesn't smoke or drink which I think you would like to hear. Chris is a hard working kid as well, we have been friends for quite awhile know.

P.S See you soon
from me & Chris

SCALE POINT 3

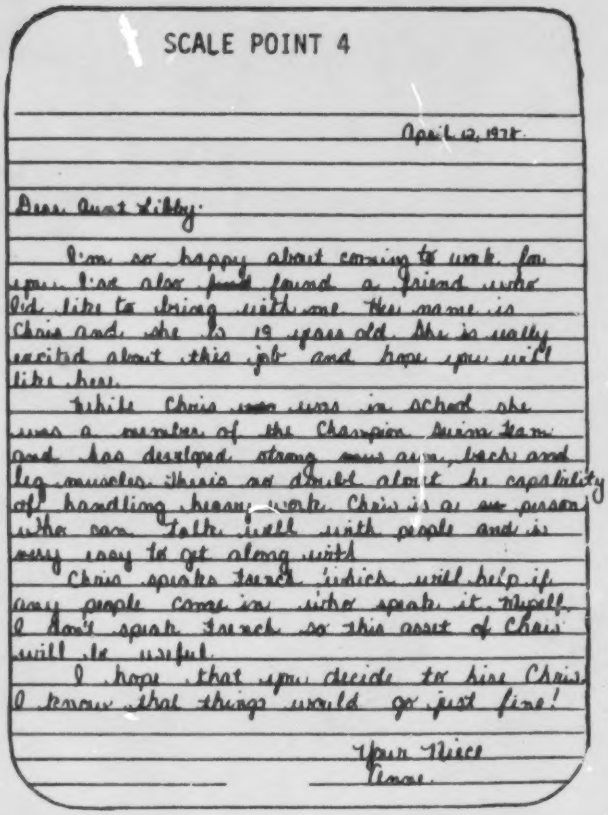
April 15th 1978

Dear Aunt Libby,

I would like to bring a friend with me when I come to George. Her name is ~~[illegible]~~ Chris Westmore and she has been a good friend of mine since the beginning of high school. She is one of the sweetest people I know and will probably catch on quickly to whatever she has to learn for the job. Chris is friendly and would get along well with both the customers of the gas station and the residents of George. Thank you again for your kind offer. See you soon.

Sincerely
Kathy

SKILL: SELECTS DETAILS TO SUPPORT A VIEWPOINT **EXERCISE 3: RECOMMENDATION**



SCALE POINT 4

April 12, 1978.

Dear Aunt Libby:

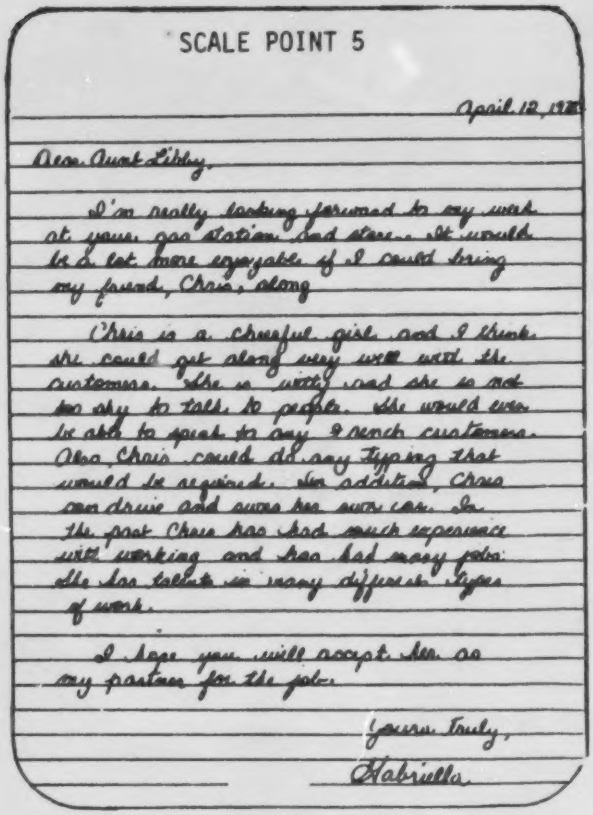
I'm so happy about coming to work for you. I've also just found a friend who I'd like to bring with me. Her name is Chris and she is 19 years old. She is really excited about this job and hope you will like her.

While Chris was in school she was a member of the Champion Swim Team and has developed strong arm, back and leg muscles. There is no doubt about her capability of handling heavy work. Chris is a person who can talk well with people and is very easy to get along with.

Chris speaks French which will help if any people come in who speak it. Myself, I don't speak French so this asset of Chris will be useful.

I hope that you decide to hire Chris. I know that things would go just fine!

Your Niece
Anne.



SCALE POINT 5

April 12, 197

Dear Aunt Libby,

I'm really looking forward to my work at your gas station and store. It would be a lot more enjoyable if I could bring my friend, Chris, along.

Chris is a cheerful girl and I think she could get along very well with the customers. She is witty and she is not too shy to talk to people. She would even be able to speak to any French customers. Also, Chris could do any typing that would be required. In addition, Chris can drive and owns her own car. In the past Chris has had much experience with working and has had many jobs. She has talents in many different types of work.

I hope you will accept her as my partner for the job.

Yours Truly,
Gabriella

SKILL: SELECTS DETAILS TO SUPPORT A VIEWPOINT

SUGGESTIONS FOR TEACHING:

(1) Develop exercises to help students recognize positive and negative connotations. For example, select a word such as "car" which is neutral and have the students list a series of synonyms which are loaded with positive and negative connotations.

+	CAR	-
racer		lemon
gem		junk heap
cream puff		clunker
fully loaded		bomb
deluxe		mechanic's special
dream		

(2) Students, using positive and negative connotations, can learn to effectively support a viewpoint. Preliminary debate and discussions can bring out both sides of an argument, after which students prepare an outline for both sides of the argument.

(3) Construct ads to sell a product, to change habits such as smoking, to convince voters on the value of a particular political party, or to promote a worthy cause.

SKILL: SUMMARIZES A MAIN IDEA IN A SINGLE SENTENCE

This skill assists in the development of an economical, concise style; (e.g. précis writing, note-taking, and paragraph and essay outlining skills).

This is also an essential skill in reading comprehension and in evaluating the clarity of an author's argument.

This skill is referred to as SKILL 32 in the Assessment of Written Expression reports.

What's the Main Idea?

As a reporter you must listen to people and make notes on what they say. To give yourself practice you sit in on a discussion of homework. Each student has several ideas. You listen carefully and try to summarize, in one sentence, his or her main idea.

ASSIGNMENT: Read each student's comments. Try to summarize his or her main idea in one sentence.

Rolf: I spend less time at homework this year and get more done because I organize my time. I work one hour after school and one hour before I go to bed. This gives me enough time to go out or to watch television. If you plan your time, you can get everything done and still enjoy yourself.

Write Rolf's main idea ______________________________

____

____

Gil: I don't think we should have homework at all. I have to take care of my younger brother and sister. I also have to help with the cooking after school. I don't have the time or the energy to finish - or sometimes even to start - my homework.

Write Gil's main idea ______________________________

____

____

Anna: I think we should have a little homework. We can't do everything in class. There's not enough time to read all the stories in class and discuss them. We should read the stories at home. If I get homework in other subjects, I work an hour on each. I don't like homework, but you can't avoid it.

Write Anna's main idea ______________________________

____

____

SKILL: SUMMARIZES A MAIN IDEA IN A SINGLE SENTENCE **EXERCISE 2: HOMEWORK**

Basis of the scale: Three basic considerations: effective summary; satisfaction of the one sentence condition; number of speakers whose views are satisfactorily summarized.

Scale Point 1: None of the three viewpoints satisfactorily summarized. One may contain the main idea, but it is vaguely stated with interpretation required.

Scale Point 2: An attempt at summary of two or three of the viewpoints but not in one sentence each.

Scale Point 3: One of the viewpoints is satisfactorily presented: one main idea in one sentence.

Scale Point 4: Two of the three viewpoints are satisfactorily presented, each with the main idea in one sentence.

Scale Point 5: All three viewpoints are satisfactorily summarized, in one sentence each.

PROVINCIAL RESULTS (Grade 8)

Scale Points	1	2	3	4	5
Percent of Students	18	10	35	25	11
			*		

*Interpretation Panel cut-off point.

SKILL: SUMMARIZES A MAIN IDEA IN A SINGLE SENTENCE

EXERCISE 2: HOMEWORK

SCALE POINT 1

Rolf: I spend less time at homework this year and get more done because I organize my time. I work one hour after school and one hour before I go to bed. This gives me enough time to go out or to watch television. If you plan your time, you can get everything done and still enjoy yourself.

Write Rolf's main idea
If you organize your work you can
get alot done.

Gil: I don't think we should have homework at all. I have to take care of my younger brother and sister. I also have to help with the cooking after school. I don't have the time or the energy to finish - or sometimes even to start - my homework.

Write Gil's main idea
Homework is a waste of time

Anna: I think we should have a little homework. We can't do everything in class. There's not enough time to read all the stories in class and discuss them. We should read the stories at home. If I get homework in other subjects, I work an hour on each. I don't like homework, but you can't avoid it.

Write Anna's main idea
We shouldn't have a lot of homework
but not so much that it takes
you all night [illegible]

SCALE POINT 2

Rolf: I spend less time at homework this year and get more done because I organize my time. I work one hour after school and one hour before I go to bed. This gives me enough time to go out or to watch television. If you plan your time, you can get everything done and still enjoy yourself.

Write Rolf's main idea
Organization saves Rolf time
Rolf has a time schedule worked
out. Plan youre time and
save time

Gil: I don't think we should have homework at all. I have to take care of my younger brother and sister. I also have to help with the cooking after school. I don't have the time or the energy to finish - or sometimes even to start - my homework.

Write Gil's main idea
Gil doesn't have time for
homework Gil doesn't think
a we should have homework

Anna: I think we should have a little homework. We can't do everything in class. There's not enough time to read all the stories in class and discuss them. We should read the stories at home. If I get homework in other subjects, I work an hour on each. I don't like homework, but you can't avoid it.

Write Anna's main idea
Anna cant avoid homework so we should
just get a little of it. We should read
stories and not do [illegible] work for
homework

SCALE POINT 3

Rolf: I spend less time at homework this year and get more done because I organize my time. I work one hour after school and one hour before I go to bed. This gives me enough time to go out or to watch television. If you plan your time, you can get everything done and still enjoy yourself.

Write Rolf's main idea
Rolf does his home work
one hour before going to
bed and one hour after school
so he can still have fun
but get everything done.

Gil: I don't think we should have homework at all. I have to take care of my younger brother and sister. I also have to help with the cooking after school. I don't have the time or the energy to finish - or sometimes even to start - my homework.

Write Gil's main idea
Work around the house
is more important than
any homework.

Anna: I think we should have a little homework. We can't do everything in class. There's not enough time to read all the stories in class and discuss them. We should read the stories at home. If I get homework in other subjects, I work an hour on each. I don't like homework, but you can't avoid it.

Write Anna's main idea
Anna can't avoid homework
but she does it anyway

SKILL: SUMMARIZES A MAIN IDEA IN A SINGLE SENTENCE

EXERCISE 2: HOMEWORK

SCALE POINT 4

Rolf: I spend less time at homework this year and get more done because I organize my time. I work one hour after school and one hour before I go to bed. This gives me enough time to go out or to watch television. If you plan your time, you can get everything done and still enjoy yourself.

Write Rolf's main idea
work for an hour
then about 5 hours
later go back and do
more work.

Gil: I don't think we should have homework at all. I have to take care of my younger brother and sister. I also have to help with the cooking after school. I don't have the time or the energy to finish - or sometimes even to start - my homework.

Write Gil's main idea
He one is to busy for
home work and says
we shouldn't have it.

Anna: I think we should have a little homework. We can't do everything in class. There's not enough time to read all the stories in class and discuss them. We should read the stories at home. If I get homework in other subjects, I work an hour on each. I don't like homework, but you can't avoid it.

Write Anna's main idea
we should have homework
because you somtimes can't
get everything done in class.

SCALE POINT_ 5

Rolf: I spend less time at homework this year and get more done because I organize my time. I work one hour after school and one hour before I go to bed. This gives me enough time to go out or to watch television. If you plan your time, you can get everything done and still enjoy yourself.

Write Rolf's main idea
He's saying that if you're organized you
can get more homework done in
less time.

Gil: I don't think we should have homework at all. I have to take care of my younger brother and sister. I also have to help with the cooking after school. I don't have the time or the energy to finish - or sometimes even to start - my homework.

Write Gil's main idea
She's saying that she has too many
other responsibilities and doesn't have
time for it.

Anna: I think we should have a little homework. We can't do everything in class. There's not enough time to read all the stories in class and discuss them. We should read the stories at home. If I get homework in other subjects, I work an hour on each. I don't like homework, but you can't avoid it.

Write Anna's main idea
She's saying that we should do homework
because we have a little time to do it
in school.

SKILL: SUMMARIZES A MAIN IDEA IN A SINGLE SENTENCE EXERCISE 3: LEAD SENTENCE

The Gauge-Gazette wants to print a report of the hit-and-run accident. Since you were the only witness, the editor offers to pay you to write the news story. You remember that reporters try to summarize the main points of a story in the opening sentence.

ASSIGNMENT: Below, write the opening sentence for your news story. Do not write the full story: only the first sentence is needed.

SKILL: SUMMARIZES A MAIN IDEA IN A SINGLE SENTENCE   EXERCISE 3: LEAD SENTENCE

Note: This scale is more generally applicable to a variety of lesson topics than is the scale for exercise 2. The teacher might do well to produce a checklist of necessary information that is to be included in a summary sentence so that students can compare their sentence with an example.

Basis of the scale: Must be a single sentence; inclusion of (1) time (2) location (3) nature of accident, and (4) principals involved.

Scale Point 1: Misleading or contains incorrect information. Fails to address the task of summarizing.

Scale Point 2: Either not a sentence or a sentence with obvious structural errors, OR misses two or more of the required pieces of information.

Scale Point 3: Must be a sentence. Misses only ONE required piece of information.

Scale Point 4: Must be a sentence with no serious problems with syntax or grammar. Must provide the four pieces of information indicated above.

PROVINCIAL RESULTS (Grade 12)

Scale Points	1	2	3	4
Percent of Students	20	40	22	12
		*	*	

*The Interpretation Panel did not reach consensus as to whether or not Scale Point 3 represents a Minimally Acceptable level of achievement at this grade level.

SKILL: SUMMARIZES A MAIN IDEA IN A SINGLE SENTENCE

EXERCISE 3: LEAD SENTENCE

SCALE POINT 1

The *Gauge-Gazette* wants to print a report of the hit-and-run accident. Since you were the only witness, the editor offers to pay you to write the news story. You remember that reporters try to summarize the main points of a story in the opening sentence.

ASSIGNMENT: Below, write the opening sentence for your news story. Do not write the full story: only the first sentence is needed.

On March 10th 1978 a report by Chris ? revealed the identity of the hit and run driver. police are still investigating this accident.

SCALE POINT 2

The *Gauge-Gazette* wants to print a report of the hit-and-run accident. Since you were the only witness, the editor offers to pay you to write the news story. You remember that reporters try to summarize the main points of a story in the opening sentence.

ASSIGNMENT: Below, write the opening sentence for your news story. Do not write the full story: only the first sentence is needed.

Accident occurs when unidentified person crashes into the car of a young female youth and then speeds away.

SCALE POINT 3

The *Gauge-Gazette* wants to print a report of the hit-and-run accident. Since you were the only witness, the editor offers to pay you to write the news story. You remember that reporters try to summarize the main points of a story in the opening sentence.

ASSIGNMENT: Below, write the opening sentence for your news story. Do not write the full story: only the first sentence is needed.

Yesterday a hit-and-run accident took place in front of a Gauge store.

SCALE POINT 4

The *Gauge-Gazette* wants to print a report of the hit-and-run accident. Since you were the only witness, the editor offers to pay you to write the news story. You remember that reporters try to summarize the main points of a story in the opening sentence.

ASSIGNMENT: Below, write the opening sentence for your news story. Do not write the full story: only the first sentence is needed.

A hit-and-run accident occured today at the Gauge General Store ~~the~~ when a van, driven by a customer who had hurried from the store, slammed into a car parked outside and sped away.

SKILL: SUMMARIZES A MAIN IDEA IN A SINGLE SENTENCE

SUGGESTIONS FOR TEACHING:

(1) Have students create single sentence statements of characterization, mood, or theme of fiction being studied in class. When studying nonfiction, have students write a single sentence statement of the thesis or argument.

(2) Have students create single sentence statements of thesis or arguments theses based on their reading of newspaper articles, and other nonfiction items.

(3) Have students identify topic or thesis statements from material they have read.

SKILL: ORGANIZES DETAILS AND IDEAS

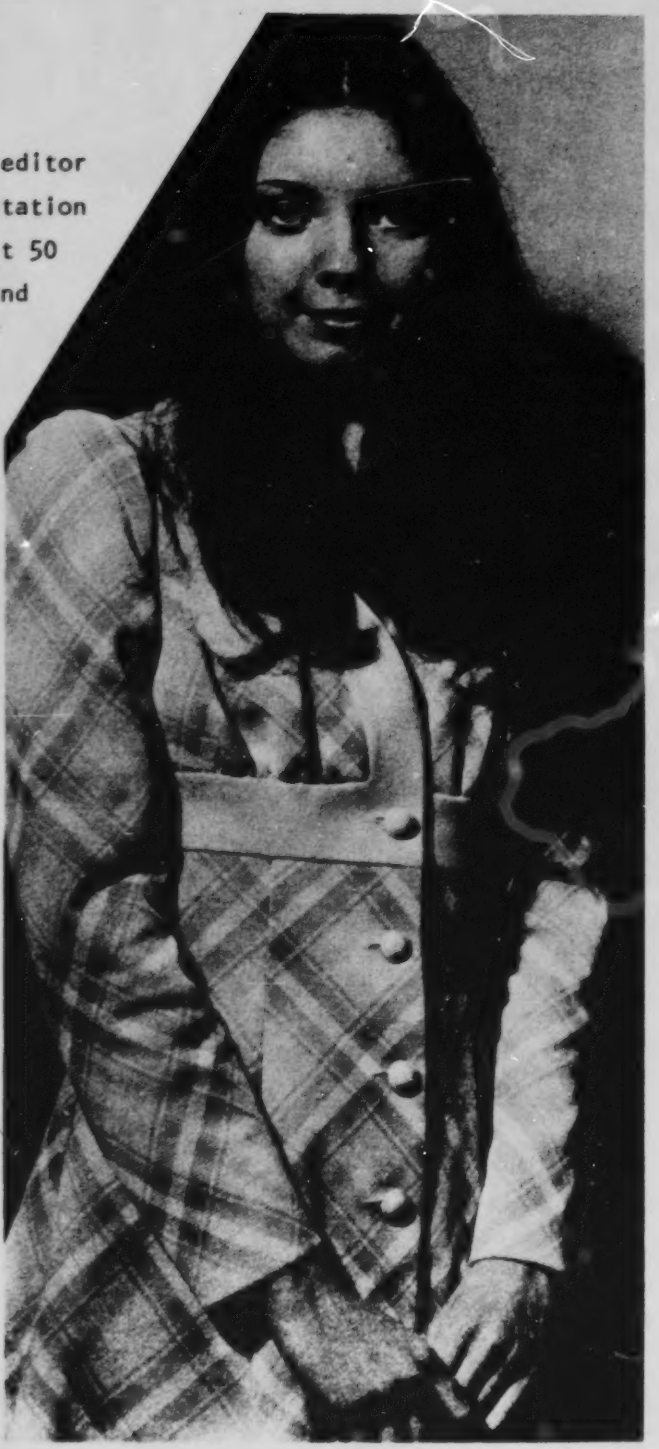
The idea of the standard paragraph structure is only an example of ordering. The teacher might emphasize the use of paragraph form only insofar as it suits the needs and purposes of his/her class.

This skill is referred to as SKILL 33 in the Assessment of Written Expression reports.

Cathy of C.K.G.E.

On your first day as a reporter, the editor puts you right to work. The local radio station is offering free record albums to the first 50 students who recognize Cathy of C.K.G.E. and challenge her by saying, "You are Cathy of C.K.G.E." The Fraser River Times has agreed to print her description, but they can't print her picture.

To help students identify her, you are given this photograph and asked to write a careful, detailed description of what Cathy looks like and what she is wearing.



ASSIGNMENT: Write a detailed description of Cathy and what she is wearing. Organize your description so that the students will remember the details.

Basis of the scale:	Organization into three clusters: physique; face and hair; clothing.
Scale Point 1:	No organization - simply a list of descriptive words and phrases.
Scale Point 2:	One cluster developed.
Scale Point 3:	Two clusters are developed. No more than two 'strays'.
Scale Point 4:	All three clusters are present, each with complete unity - i.e. no strays.

PROVINCIAL RESULTS (Grade 8)

Scale Points	1	2	3	4
Percent of Students	39	28	25	7

* *

*The Interpretation Panel did not reach consensus as to whether or not Scale Point 3 represents a Minimally Acceptable level of achievement at this grade level.

SKILL: ORGANIZES DETAILS AND IDEAS | EXERCISE 2: CATHY | DW 133

SCALE POINT 1

She's got long brown hair She's the average hight, she's quite pretty

SCALE POINT 2

Cathy of C.K.G.E. is wearing a beautiful straight dress with a white collar and a white stripe coming from the front of the dress to about the hips and from the hips the white stripe goes around the dress. Cathy's dress also has 4 buttons on the front of the straight down from the white stripe around the dress and down

SCALE POINT 3

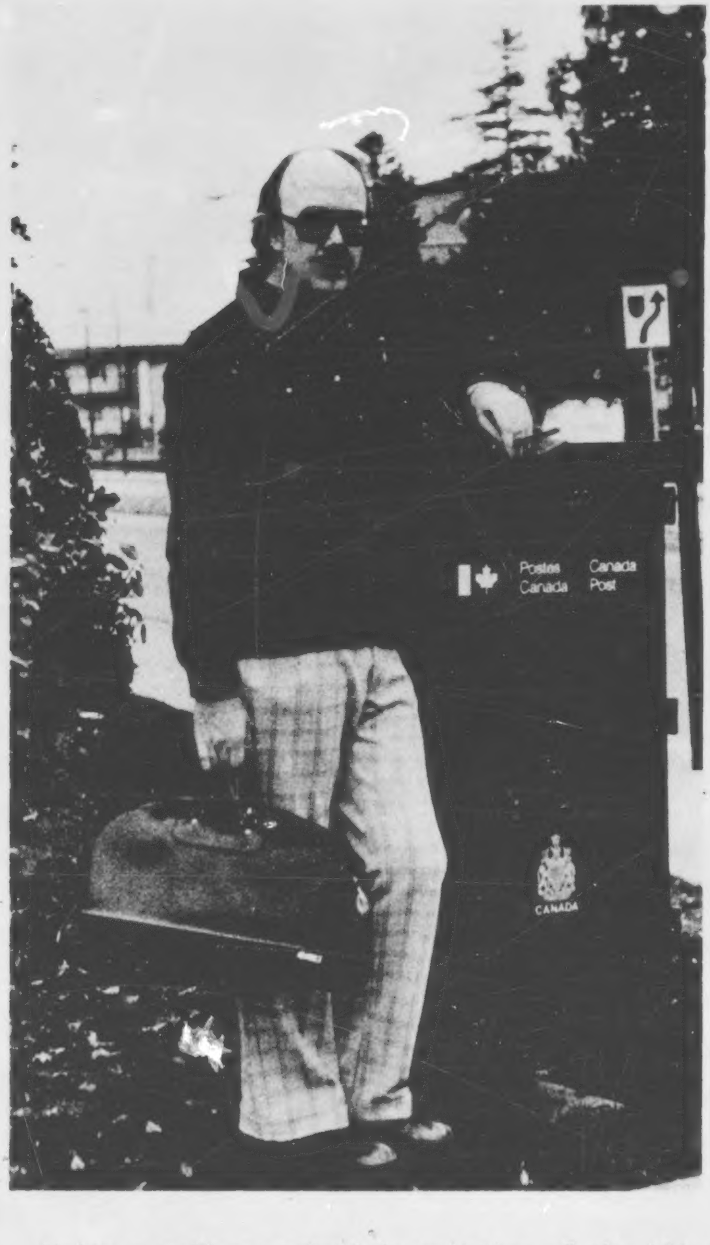
Cathy has long brown hair which is parted in the midde. Today she is wearing a dress with diagonal chickers from the picture it looks like the ~~c~~ colours are fairly pale. There is buttons down the front, big with cloth covering them. There is a solid coloured material going around her waist and up the front and into a big long round color. There are the any colour but blue (black and white picture) Her dress is gathered at the waistline or a little below. She is not fat or skinny, it just right.

SCALE POINT 4

Cathy of C.K.G.E is young, pretty girl of medium height. She has an oval-shaped face with a slightly nose, a wide distinctive mouth, and dark friendly eyes of brown. Her eyebrows are quite high above her eyes and they are made to look very dark. She has somewhat of a peculiar chin appearing to be "double." She has long, straight thick, dark hair reaching just past the shoulders. She is wearing a dress of plaid material with features such as puffed, long sleeves, pleats to form the skirt and a long row of buttons running vertically from top to bottom in the front of the dress.

On your third day at Gauge you are the only witness to a hit-and-run accident. A van, driven by a customer who had hurried from the store, slammed into Chris's car and then sped away.

Chris asks you to write down a detailed description of the driver as pictured below:



ASSIGNMENT: Write a well-organized description of the hit-and-run driver who is pictured here. Include as much detail about him as possible.

Basis of the scale: Evidence of an organizational strategy; unity. No penalty for not being in paragraph form. Point form is acceptable.

Scale Point 1: Little or no evidence of organization.

Scale Point 2: Generally well organized. An organizational strategy is apparent, but one item or detail is misplaced.

Scale Point 3: Well organized in terms of some sequence, for example, general to particular, particular to general, top to bottom, or face to clothing. No 'strays'.

PROVINCIAL RESULTS (Grade 12)

Scale Points	1	2	3
Percent of Students	31	27	41
	*		*

*The Interpretation Panel did not reach consensus as to whether or not Scale Point 2 represents a Minimally Acceptable level of achievement at this grade level.

SCALE POINT 1

The man was about average height, wearing a light coloured check pants with a dark waist length jacket, and dark tee-shirt. He was wearing a pair of old casual shoes, and carrying a ~~blue~~ black athletic bag. He was bald on top and in front of his head, but he still had a bushy mustache, and he wore square-rimmed glasses. There was something sticking out of his jacket pocket, possibly cigarettes, because I noticed that he smokes. I don't think he was married because I didn't see a ring on his left hand.

SCALE POINT 2

He man is about five feet ten inches, he weighs about a hundred and sixty pounds. He has dark brown hair which is about collar length. He is partially bald. He wears glasses which are a dark colour and are a square shape with rounded corners. He is in dark coloured denim jacket and a dark T-shirt made of stretchy material. He has white or light coloured plaid pants. The pants have a light background with coloured dark vertical and horizontal stripes that form squares. He also has a hat which is of a material like felt and it has a band around it, and it has a crease down the middle. He has a bag which is a little sports bag. The bag is of a dark colour & has a zipper along one side near the bottom of the bag. The man also has a mustache.

SCALE POINT 3

This is what I can give you, what the hit-and-run drivers looked like.

The hit-and-run driver was a male, height about 5'10" medium build. Egg shaped head bald on top, glasses and a mustache. Hair not long combed in behind ears. Was wearing black sweat shirt with Levi's denim shirt with snaps. Wearing light pants with checkered design and shoes. Carrying flight bag brown and wears floppy dark hat and smokes Colts.

SUGGESTIONS FOR TEACHING:

(1) Plan a party, a dance, a picnic, a ski weekend, a hike or a tour of your town showing major sites. Use enough detail that others may follow your plan.

(2) Organize a unit of instruction such as a short course in boating (or some other activity), giving details of equipment needed, methods of instruction, number of participants you could instruct at any one time, etc.

(3) Write an organized plan for a research essay.

SKILL: DISPLAYS COHERENCE AND UNITY OF TONE AND IMPRESSION

This skill requires that the student should not only construct an impression or mood but should also sustain it by describing appropriate objects and details. As a preliminary activity, students may be asked to respond to the mood or impression inherent in a given setting, object or picture. The skill may be practiced and evaluated in conjunction with skills related to reinforcing of moods, making of judgments, supporting through details, and summarizing main ideas.

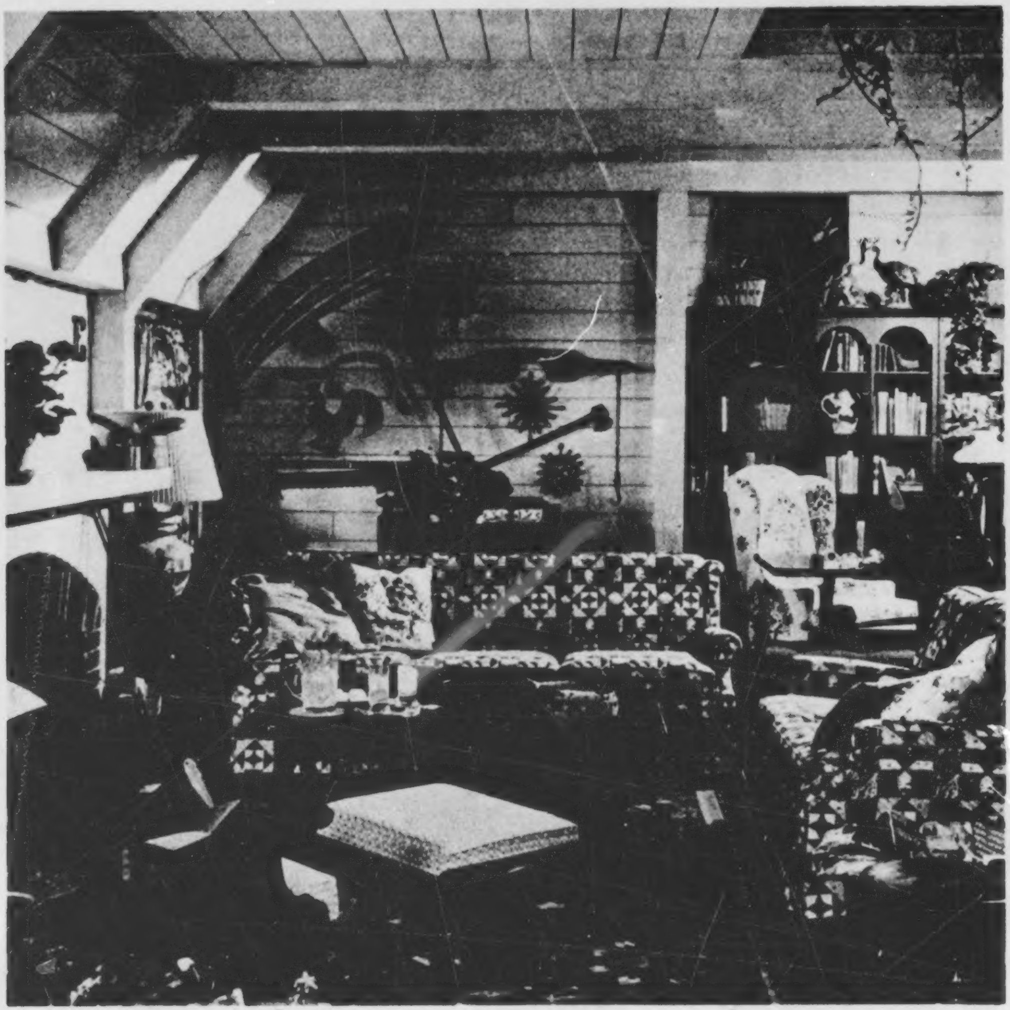
This skill was not assessed at the Grade 8 level.

This skill is referred to SKILL 36 in the Assessment of Written Expression reports.

SKILL: DISPLAYS COHERENCE AND UNITY OF TONE AND IMPRESSION

EXERCISE 3: ROOM

You and your friend, Chris, go to Gauge and work in the store. In the evenings you relax in Aunt Libby's living room. Chris doesn't like the room and calls it "cramped, old-maidish and depressing". What kind of mood do you get from this room? How does it make you feel?



ASSIGNMENT: Write a paragraph or two, describing your mood while you are sitting in this room. Make reference to objects in the room which help to create this mood.

SKILL: DISPLAYS COHERENCE AND UNITY OF TONE AND IMPRESSION

EXERCISE 3: ROOM

Note: This scale lends itself to "overall impression" marking where the reader responds subjectively to the total work.

Basis of the scale: One dominant mood or impression established, developed and sustained throughout.

Scale Point 1: No tone or impression established OR has more than one tone and brings in material not relevant to mood.

Scale Point 2: Focus is established (i.e. has a single tone) but is not developed. May contain irrelevant material, OR conflicting impression within the same paragraph.

Scale Point 3: Focused - has a single tone or impression - and makes and attempt at development, although development is generally weak.

Scale Point 4: Focuses on a single tcne, provides adequate development and sustains it throughout the entire assignment. No digressions. References throughout to the dominant impression.

PROVINCIAL RESULTS (Grade 12)

Scale Points	1	2	3	4
Percent of Students	18	38	31	11

*Interpretation Panel cut-off point.

SKILL: DISPLAYS COHERENCE AND UNITY OF TONE AND IMPRESSION

EXERCISE 3: ROOM

SCALE POINT 1

As I'm sitting in the very comfortable couch, toking on my joint of high grade Columbian grown 'pot', I notice the pitch fork on the lunging at me. In my desperate attempts to flee for my life I bumped into the coffee table smashing one of its well shaped legs. Besides the fact that Chris is trying to slick my legs with the sithe, I think the room is well furnished and very comfortable.

SCALE POINT 2

This room feels very uncomfortable. One has the impression of sitting in a crowded antique store. The farm tools on the walls suggest hard work of a past era. The exposed ceiling above the tables is like that of a barn and I wonder if the wind seeps through the spaces between the boards in winter. However, the room is spotlessly clean which also is depressing. One is almost afraid to sit down on the uncomfortable furniture for fear of soiling the upholstery. I really do not like the room.

There is a lot of handiwork in this room such as the crocheted chair and stool coverings and the handmade pillows. I wish there were more windows in this room. The dull light in here gives me an eerie feeling.

SCALE POINT 3

This room makes me feel comfortable and at home. Because everything is so close together and all the chairs, sofas and pillows look comfortable. I feel quite relaxed. The room also looks warm because there is not one empty space. Even the walls have something on them. It also reminds me of a 'country' home. Because of the decorations on the walls, the pattern on the sofa, the lemonade pot pitcher, and the fireplace. All in all I think its a pretty neat little house.

SCALE POINT 4

While sitting in this room, I get the feeling - unlike Chris - of relaxation, and togetherness. As I sit in this room, I can picture a fire burning in the fireplace, my grandfather sitting in the love seat with his grandchildren all huddled around him listening to his amazing adventures as a boy which somehow always made their own seem like a Sunday morning visit to the church. The rusted old tools hanging on the wall make one wonder of all the pride and determination existed while my ancestors were at their controls, when the sun was at its hottest hot and the sweat poured the blisters, but there was never any room to quit, there was always the inspiration of not letting the land conquer your body. I, perhaps hope that one day I can feel the joy of accomplishment they once felt at the end of a full day while rocking in the rocking chair by the fire.

The room makes me feel, at the end of a hard day at the store, like my grandparents once did, but as I look around I cannot help but feel good inside when I see the loving and togetherness

SKILL: DISPLAYS COHERENCE AND UNITY OF TONE AND IMPRESSION

SUGGESTIONS FOR TEACHING:

(1) Discuss with the students the following techniques used to sustain a stylistic tone (colloquial or formal) by:

- a) sentence complexity and length
- b) choice of words or diction
- c) point of view - i.e. pronouns, I vs he
- d) supporting details - personal experience vs statistics
- e) figurative language and appropriate figures of speech for a specific tone.

(2) Write for a specific audience, creating and sustaining an appropriate tone. Using the same facts:

- a) give a description of self as seen by best friend, worst enemy, mother, self.
- b) give an account of a car accident a student was involved in as driver, as he would tell it to best friend, father, police officer.

(3) Write advertisements, creating unity of tone and impression. Students should do so by choosing appropriate information, characters. (Joe Namath vs Joe Average), symbols, colours or publication. Also have students collect and discuss a series of ads for one product published over a period of time (i.e. Christmas to summer holidays) in various publications and viewing times on T.V.

(4) Speech Writing:

Read political speeches of such figures as Churchill, Kennedy, Trudeau, Martin Luther King, Diefenbaker, Bourassa, and discuss their use of such rhetorical devices as parallelism, repetition, and images. Students may then prepare speeches using such devices for effect - i.e. student council elections or book advertisements. Students should discuss and practice such elements of body language as gesture, facial expression and tone of voice. These may be used in role-playing situations, dramatic presentations, formal speeches and debates.

(5) Adjust tone appropriately for different literary genres. Take the same basic situation and write about it in a poem, a short story and a non-fiction form such as an essay or police report.

(6) Compare an original work with a parody of that work to see how tones differ, but are consistent within each work. Try to write a parody.

SKILL: CONVEYS PERSONALITY THROUGH SELECTED DETAILS

This skill is referred to as SKILL 39 in the Assessment of Written Expression reports.

Parent of the Year Award

The Fraser River Times is going to present an award to the Parent of the Year. You know someone you think really deserves the award. You decide to submit an entry, describing this outstanding mother or father. You'll need to concentrate on the parent's personality and give examples of things she or he has said and done.

ASSIGNMENT: Write about a parent (real or imagined) whom you think is outstanding. Explain why he or she should win the award. Be sure to give examples of things this parent has said and done which will help to show the judges the kind of person he or she is.

SKILL: CONVEYS PERSONALITY THROUGH SELECTED DETAILS

EXERCISE 2: PARENT

This scale was judged to be very reliable by markers.

Basis of the scale:	Number of details presented to convey personality or support generalizations about personality.
Scale Point 1:	Presents no more than one detail to support generalization about or convey personality or personality trait.
Scale Point 2:	Presents two details to support [illegible] convey personality or personality traits.
Scale Point 3:	Presents three or four details to support or convey personality or personality traits.
Scale Point 4:	Presents five details to support or convey personality or personality traits.
Scale Point 5:	Presents six or more details to support or convey personality or personality traits.

PROVINCIAL RESULTS (Grade 8)

Scale Points	1	2	3	4	5
Percent of Students	13	19	40	10	10

*Interpretation Panel cut-off point.

SKILL: CONVEYS PERSONALITY THROUGH SELECTED DETAILS

EXERCISE 2: PARENT

DW 146

SCALE POINT 1

I think that my mother should be chosen Parent of the year because she is kind, considerate, gentle and very understanding and nice.

Yours sincerely

SCALE POINT 2

Parent of the year award

Dear Honourable Judges,

I'm submitting a name for the Parent of the Year Award. She is not my mother or father, (even though I think my mom and dad are outstanding) but she (is) is a very close person to me. She is ~~(one of)~~ my best friend's mother. Her name is Mrs. Elizabeth Agnew. She is the most ~~(an)~~ nicest considerate lady I've ever met. One time my own mother had to go in the hospital for an operation and she took me in for 1 week. I don't know how she hacked it but she actually seemed to enjoy it. I can not recall any things she has said, but I'll tell you, I'd like to have her for a mother anyday.

Yours Sincerely
Susan

SCALE POINT 3

Joe Blow
6294 Bun St.
Burnaby, B.C. Canada
V5H-2X8

Dear Sirs,

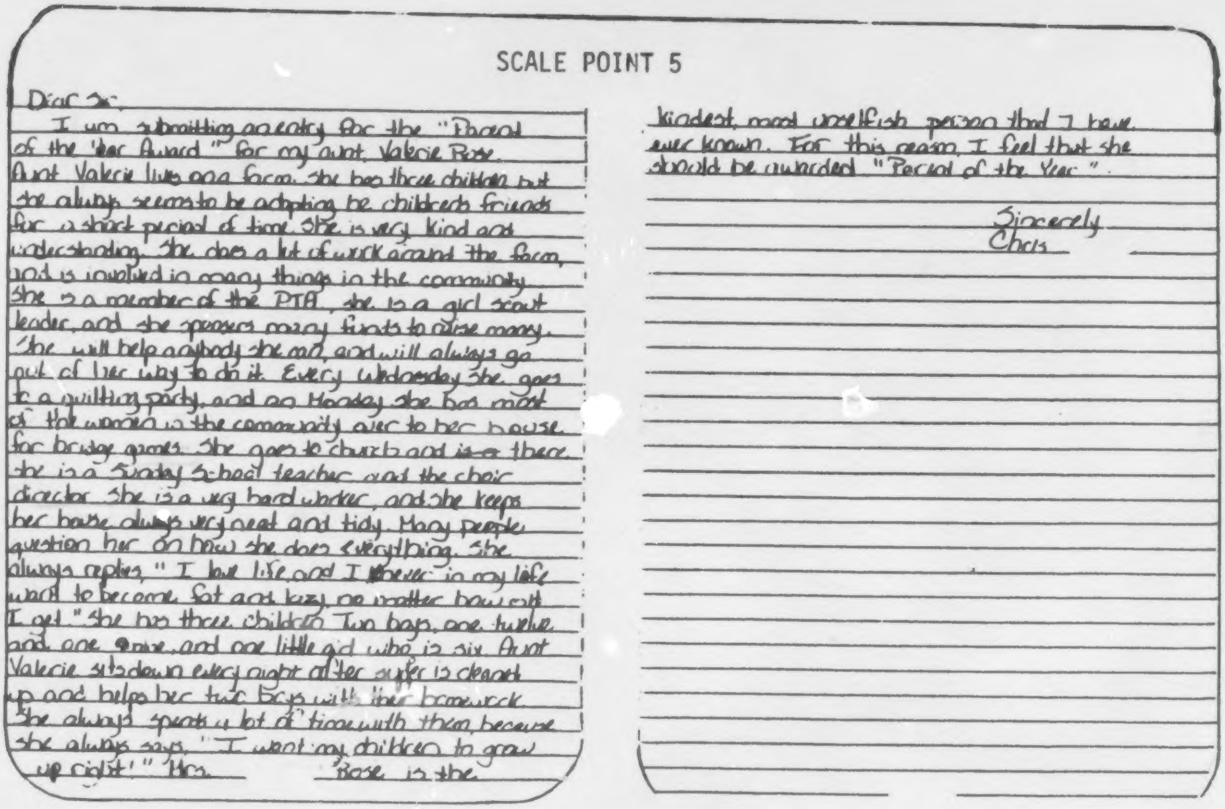
I am submitting this entry for the "Outstanding Parent" Contest. I have chose Mrs. Secret as my selection. Let me tell you about Mrs. Secret. She is the kindest lady I have every known. Every time I go with Tim (her son) to their house, she always has some kind of snack for me. She isnt the busy-body kind of mother who wants to know every single thing your going to do and why. But she is concerned for your safety. She isnt the kind of mother who nags you all the time either. She gently reminds you. I think she is the best mother in the world and I hope you think so to.

Sincerely,
Joe

SCALE POINT 4

Dear Sir,

I would like to submit an entry to the "parent of the year." I know of a parent whom I think will qualify this position. Her name is Nancy Flowtolet. She has helped on many committees and has offered her services without any thought of a returned favour. When our baseball team lost a game (and that was another thing she did to help) she cheered us up by saying "it was only a game etc." She doesn't just help in sports but when we need a drive to a party she is always there to help with no complaining. If we need to take some sweets to a meeting she is more than happy to help. I think this lady really deserves this award.



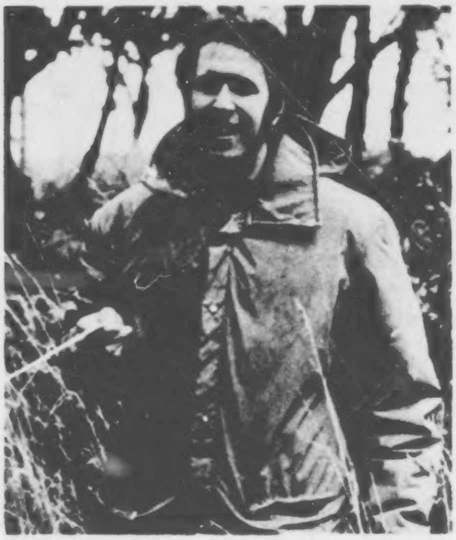
SCALE POINT 5

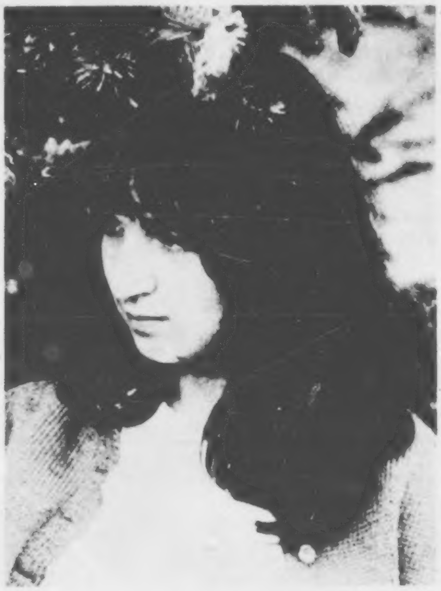
Dear Sir,

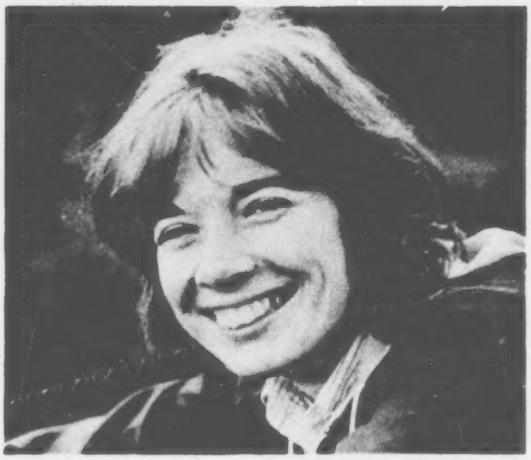
I am submitting an entry for the "Parent of the 'Year Award" for my aunt, Valerie Rose. Aunt Valerie lives on a farm. She has three children but she always seems to be adopting her children's friends for a short period of time. She is very kind and understanding. She does a lot of work around the farm, and is involved in many things in the community. She is a member of the PTA, she is a girl scout leader, and she sponsors many funds to raise money. She will help anybody she can, and will always go out of her way to do it. Every Wednesday she goes to a quilting party, and on Monday she has most of the women in the community over to her house for bridge games. She goes to church and is-a there. She is a Sunday School teacher and the choir director. She is a very hard worker, and she keeps her house always very neat and tidy. Many people question her on how she does everything. She always replies, " I love life, and I never in my life want to become fat and lazy no matter how old I get." She has three children. Two boys, one twelve and one nine, and one little girl who is six. Aunt Valerie sits down every night after supper is cleaned up and helps her two boys with their homework. She always spends a lot of time with them, because she always says, "I want my children to grow up right!" Mrs. Rose is the kindest, most unselfish person that I have ever known. For this reason, I feel that she should be awarded "Parent of the Year".

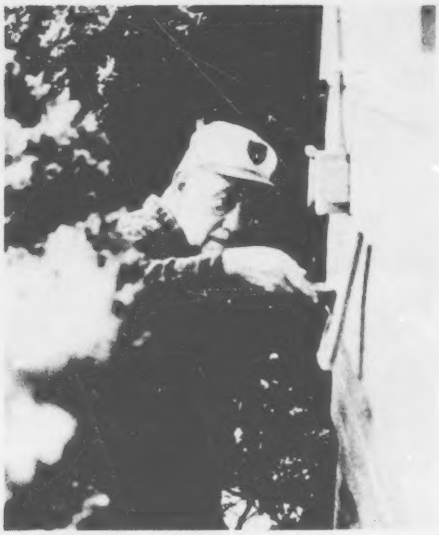
Sincerely
Chris

On your last day in Gauge, you notice some photographs on Aunt Libby's memo board. They are photographs of four people who are daily visitors to the store. You realize that your first impression of one of them was completely wrong. So that your cousin Jan, who will take over from you, won't make the same mistake, you decide to leave her a note.









ASSIGNMENT: Choose one of the people in the photographs

Write one or two paragraphs indicating what your first impression was and what happened to change your opinion. Describe this person's character as you came to know it. Mention some of the character's actions or words which showed you his or her true personality.

SKILL: CONVEYS PERSONALITY THROUGH SELECTED DETAILS

EXERCISE 3: CHARACTER

The basis of the scale could be re-worded to make it clearer. The scale points are valid and reasonably easy to follow.

Basis of the scale: Specificity of character traits mentioned and support provided by examples of specific actions or statements. Relationship between traits and supporting details. 'Before and after' personalities are not required; the writer may develop or convey personality clearly on either side of the critical incident. Vagueness seems to be the most prevalent and serious fault.

Scale Point 1: No judgement made at all OR judgement presented without support of any kind, (for example, 'He is a nice man').

Scale Point 2: General statement (vague characteristics) with vague support. No specifics.

Scale Point 3: Specific judgement offered but poor support. Vague relationship between trait and details used to support it. Generally only one detail or two very weak ones offered as support.

Scale Point 4: One generalization (i.e. specific judgement) offered with reasonably good support - several details.

Scale Point 5: One or more specific character traits stated clearly and supported by specific actions or statements. Relationship between traits and supporting details is clear.

PROVINCIAL RESULTS (Grade 12)

Scale Points	1	2	3	4	5
Percent of Students	10	20	24	14	8
		*		*	

*The Interpretation Panel did not reach a concensus as to whether or not Scale Point 3 represents a minimally acceptable level of achievement for this grade level.

SKILL: CONVEYS PERSONALITY THROUGH SELECTED DETAILS

EXERCISE 3: CHARACTER

DW 150

SCALE POINT 1

Picture 4.

The man in this picture is very nice and very patient. He may look grumpy but isn't. I was scared to serve him because of the picture ad always told my friend to serve him. He liked my friend ad wanted to why I wasn't serving him at all. my friend related to him what really was the problem. He came over to me ad spoke to me. he starting talking to me. He's really nice person to talk to. Don't be fooled by this picture.

SCALE POINT 2

The old guy in the bottom right hand picture seems to be a real old crab at first. The type of person who doesn't think of anyone but himself. After a few days you will realize that he isn't that way at all.

He even helps out at the store sometimes when were really busy. To put it bluntly, if you are kind to him he will be super nice to you.

SCALE POINT 3

I thought that I would become a note explaining: Mr. Hoskins (the man in the picture, top left-hand corner) when I first met him, he looked older. He was a real grouch. He made me wait on him hand and foot. I thought he was like a hermit.

But one day, when he came in, he surprised me. He had a smile on his face. He wanted me to go fishing with him. We talked for a while. Mr. Hoskin had had problems around home for the last couple weeks actually. I guess I just decided not to like him, but I sure was wrong. He's a sweet guy.

SKILL: CONVEYS PERSONALITY THROUGH SELECTED DETAILS

EXERCISE 3: CHARACTER DW 151

SCALE POINT 4

Dear Jan.

there is an older man of about fifty who comes into the store almost every day. At first, I thought him to be very rude. He never talked just nodded his head and pointed.

It was only ~~the other day~~ a week ago that I found out his name was Jim, and he ~~was~~ could not speak, but could hear. Of course I was quite disgusted with myself, now realizing why he appeared so rude.

In the last week I have come to know him quite well, and he is a very generous man. When the cash register broke down while he was in the store one day; he offered to fix it and did. Jim also did other odd jobs around the store for me while aund Libby's away.

Please don't make the same judgement of him as I did.

Sincerely
Martha

SCALE POINT 5

John Smith (in the photograph middle left) struck me at first as a rather strange man. He seemed rather out of place in the store. He was somewhat clumsy and knocked several articles from the shelf. He was quite awkward and seemed quite shy.

However, my opinion of him soon changed. As he was leaving the store he noticed a bird that had flown into the front window and broken its wing. John picked it up and brought it into the store. He asked for some coffee stir sticks and some string and then proceeded to bandage the wing. He was very gentle with the bird and made cooing sounds to it to make it unafraid. We started talking and I learned that he was a surgeon and also a nature lover. He spends most of his time in the woods and is a volunteer member of the Grange Road fire fighting unit. John is saving his money and is hoping to set up a wildlife and veterinary service for the Grange community. I think John Smith is a very nice man and I regret my first impressions of him.

SUGGESTIONS FOR TEACHING:

(1) Have the students describe such stereotypes as the:

a) Absent-minded professor b) Old maid teachers

c) Motorcyclist d) Rock Star

e) Physical fitness freak

through the use of words and phrases which convey impressions of action, dress or motivation/attitude of the particular stereotype. Caution students to look for individuality and unique personality which separates any one person from the stereotyped image.

(2) Select a character from a literary selection who appears in an unfavourable light. Ask the students to write a description of that person, presenting him/her in an unfavourable light.

a) Write a supportive description of Piggy or Jack after reading Lord of the Flies.

b) After reading Mayor of Casterbridge, have the class write a supportive statement defending the actions of Henchard to a jury.

c) The Outsiders - Compare and/or contrast Dallas's two personalities. from the authorities' point of view and from that of his friends.

(3) Describe how you see a person in class, using only personality traits and have other members of the class try to guess who it is.

(4) Find pictures of 3 "types" of people, i.e., alcoholic, nursing aide, expectant father. Give setting where the 3 categories would come into contact with one another. In this case, try an emergency ward. The situation could be this:

a) a nurse brings the news that the father has had twins.

b) a wounded person is wheeled in.

c) a twenty dollar bill is seen on the floor.

Describe how each character would react.

SKILL: ORGANIZES EVENTS IN A LOGICAL SEQUENCE

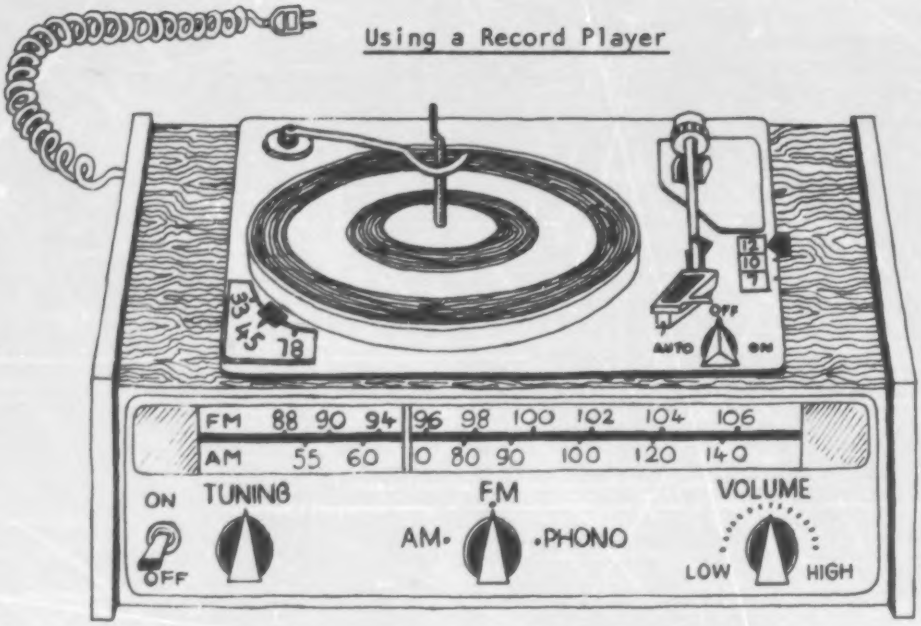
The teacher might prepare the class by emphasizing initial and concluding activities.

This skill is referred to as SKILL 42 in the Assessment of Written Expression reports.

SKILL: ORGANIZES EVENTS IN A LOGICAL SEQUENCE

EXERCISE 2: RECORD PLAYER

Using a Record Player


33
45
78
12
10
7
OFF
AUTO
ON
FM 88 90 94 96 98 100 102 104 106
AM 55 60 0 80 90 100 120 140
ON
OFF
TUNING
FM
AM
PHONO
VOLUME
LOW
HIGH

Because you have to work after school, you can't be at your class' Spring Party, but you agree to lend your record player. Since you don't know who will be using it and they may not know how it works, you decide to write a set of careful instructions. Your directions should specify all operating instructions, including the speeds at which different records are played: 45 r.p.m. for 7" records, 33 r.p.m. for 12" records.

ASSIGNMENT: Write a set of instructions for using the record player shown in the diagram. Make things as clear as you can and try not to leave anything out. You may write in point form. You do not have to write in complete sentences.

SKILL: ORGANIZES EVENTS IN A LOGICAL SEQUENCE EXERCISE 2: RECORD PLAYER

Basis of the scale: Number of steps; logic of sequence. Steps must be given in the order specified.

Constants: (1) plug in (2) turn on power

Variables: (these may occur in any order, but most come BEFORE the next two constants) (a) adjust speed (b) adjust size (c) adjust selector knobs (d) position records

Constants: (3) set to auto/start (4) adjust volume

Scale Point 1: Four or more steps are omitted or not in the specified sequence.

Scale Point 2: Three steps are omitted or not in the specified sequence.

Scale Point 3: Either one or two of the steps included in the response are not in the specified sequence, or two steps are omitted.

Scale Point 4: All steps mentioned are in the specific order. No more than one step may be omitted.

PROVINCIAL RESULTS (Grade 8)

Scale Points	1	2	3	4
Percent of Students	37	18	29	14

*Interpretation Panel cut-off point.

SKILL: ORGANIZES EVENTS IN A LOGICAL SEQUENCE

EXERCISE 2: RECORD PLAYER

SCALE POINT 1

Instructions for use of Record Player:
Read Carefully.

1.) Do not stack records on "pin"
2.) Turn knob, and keep, at PHONO.
3.) Play 7" records at 45 r.p.m.
4.) Play 12" records at 33 r.p.m.
5.) Make sure record surface is
reasonably clean before playing.
6.) Put record player on flat, level surface.
7.) Keep food and beverages away
from record player.
8.) Do not leave needle on record
when over.

* Thank-you *

SCALE POINT 2

- turn dial to phone
- turn on
- dont put volume over ten
- 75 rpm for 7 record
- 33 rpm for 12
- set for above
- put record in stand
- put on auto
- listen

SCALE POINT 3

Instructions

① Plug in Record set.
② Turn it on.
③ For records turn switch
to phono.
④ Put volume on your
own accord.
⑤ For 3° 12" records put a switch
at 33 R.P.M. For small 7",
put it at 45 R.P.M.
⑥ Put on Record, and put
handle down.
⑦ Push switch to on and
place needle on first
song on record.
To Put away.
① Take Record off. ~~turn~~
② Turn off off/on switch
③ Unplug and put a on lid.

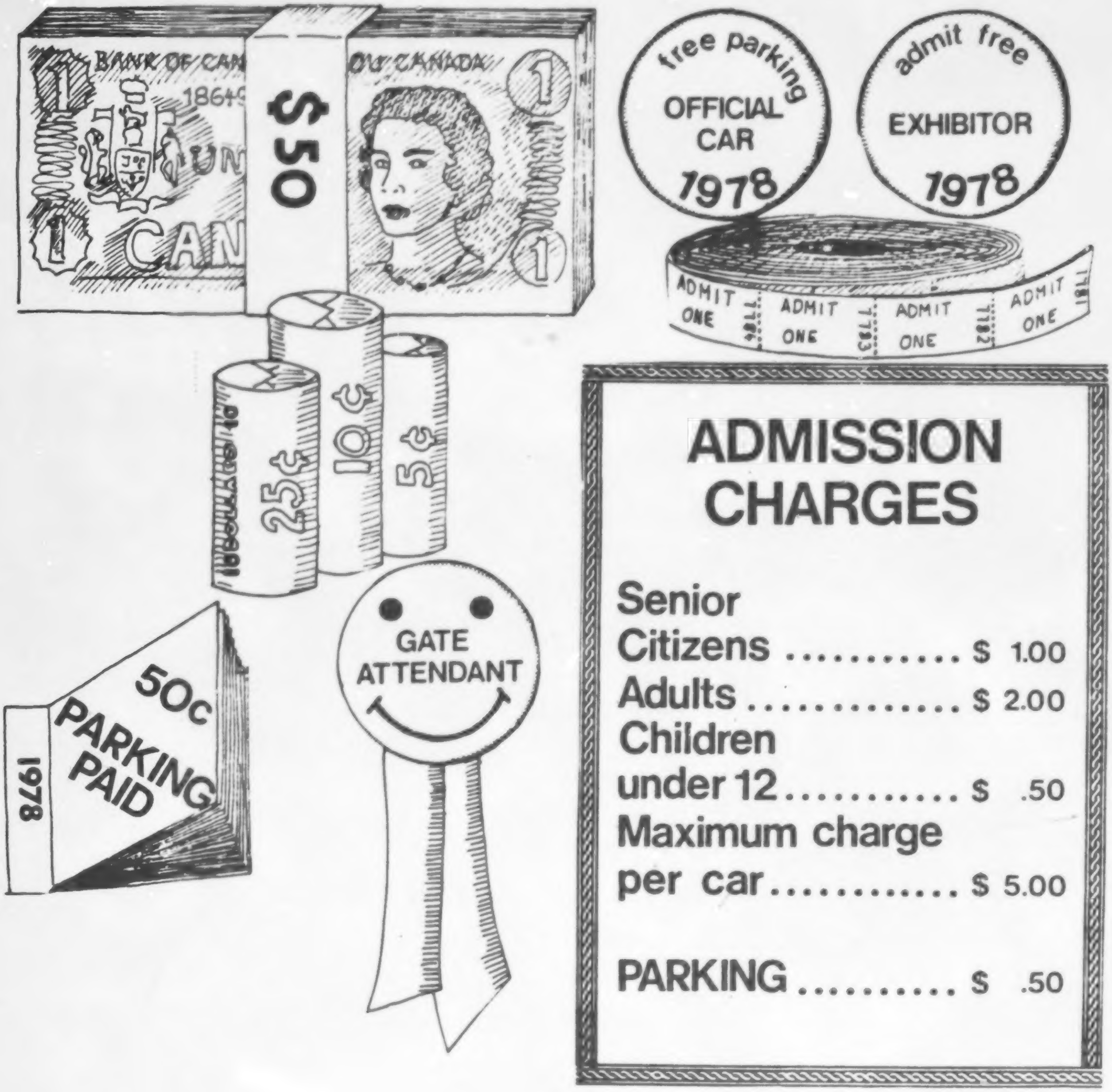
SCALE POINT 4

In case you dont know
how this operates I will tell you.
1 first plug in record player.
2 place record on turn table
after the prongs have been
pushed to the side when
record is sitting on small
post push the prong back
to the record so it the prongs are is
resting on it. Flick up the
on / off switch to on. turn
the middle dial to phono.
Beside the needle ~~are~~ are tree
numbers 12, 10, 7 for 7" records
put [illegible] arrow to 7 for
12" put to 12 and 10" to ten
[illegible] but I don't think you'll
use. only On the speed on the size
of the record there are
also three numbers 33, 45, 78.
When you have a 7" record
place this square to 45
when using a 12" record
put on 33. To dont record.
put on/off / auto arrow to
auto this will make the record
fall and begin to play. ~~to~~ Turn
up volume if ⊸ necessary

SKILL: ORGANIZES EVENTS IN A LOGICAL SEQUENCE EXERCISE 3: ATTENDANT

The Gauge Community Association asks you to complete Aunt Libby's arrangements for parking and admission for the Canada Day Picnic. Aunt Libby has already arranged the schedule for the volunteers. She has put together twelve "kits" consisting of the items you see pictured.

Each volunteer gate attendant will receive one of these kits. You study the contents and decide that a precise set of instructions is needed.


BANK OF CANADA
1
$50
free parking
OFFICIAL CAR
1978
admit free
EXHIBITOR
1978
ADMIT ONE
25¢
10¢
5¢
50c
PARKING PAID
1978
GATE ATTENDANT

ADMISSION CHARGES

Senior Citizens	$ 1.00
Adults	$ 2.00
Children under 12	$ .50
Maximum charge per car	$ 5.00
PARKING	$ .50

ASSIGNMENT: Write a set of clear, well-organized instructions telling each gate attendant how to use the contents of this kit.

SKILL: ORGANIZES EVENTS IN A LOGICAL SEQUENCE EXERCISE 3: ATTENDANT

Basis of the scale: Satisfactory ordering of before, during, and after activities.

Scale Point 1: No order and/or numerous serious omissions.

Scale Point 2: A few omissions (often fails to discuss the before and after activities). Some steps out of order.

Scale Point 3: Well ordered but one serious omission in the sequence, such as directions for post-day activity.

Scale Point 4: Well ordered including before, during and final activities. Organized in logical sequence.

PROVINCIAL RESULTS (Grade 12)

Scale Points	1	2	3	4
Percent of Students	12	33*	41	6

*Interpretation Panel cut-off point.

SKILL: ORGANIZES EVENTS IN A LOGICAL SEQUENCE

EXERCISE 3: ATTENDANT

SCALE POINT 1

1o You are to hang the sign up out on the post.
2o I want you to ~~hang~~ hand out the free parking ticket. then the Exhibitor ticket.
3o tell the gate man to put on his button and hand out the parking ticket
4o The Admit one should be brought out with the ~~[illegible]~~
5o Put the money in the till.

SCALE POINT 2

Place the sign ~~s~~ that tells the Admission Charges so the people can see it. On the right side of your shirt wear the happy face that says "Gate Attendant".

When the people come to pay for entrance charge them the proper amounts according to age not exceeding $5.00 and $1.50 for parking their car. give them their change if they have it coming. and give them a ticket will to prove they have paid. When and official car comes just give them a sticker. they don't have to pay for parking. When an exhibitor comes give them a sticker too. They don't have to pay ~~[illegible]~~ If they pay for parking give them a receipt to put in their window.

SCALE POINT 3

In your kit you should find money for making change, consisting of fifty one-dollar bills, a roll of quarters, a roll of dimes, and a roll of nickels. You should find a roll of admission tickets, parking fee receipts, a poster of admission charges, a badge to show that you are the gate attendant, and two other badges: one for free parking for an official car, and another one for free admission for an exhibitor.

Please wear your badge while you are on duty, and organize your station as follows: Hang up your poster on the fence beside you so that everyone can see it as they're coming in. Put your change fund in a box or somewhere else that is safe. Have your roll of admission tickets and parking fee receipts on the table at your gate. Give one ticket for each person paying his way through the gate, and one parking receipt for each car passing through. If an official car passes through, or an exhibitor passes through, give the car driver or exhibitor the appropriate badge. The car must have the badge on the windshield, and the exhibitor must wear his badge.

Good luck!

SKILL: ORGANIZES EVENTS IN A LOGICAL SEQUENCE EXERCISE 3: ATTENDANT

SCALE POINT 4

"You will all be sitting behind a ticket gate so be sure to mount the admission charges sign somewhere where it is clearly readable and that will save you having to continually answer questions about the entrance fee.

You'll all be wearing the gate attendant pin and please wear the smiling face. Make sure that your face has a smile on it as well. Be cheerful and helpful. People don't want to be greeted ~~with~~ by some-one who is miserable and unfriendly.

You've also all been given a $10 that has been broken down into small change. You're to keep the money in the drawer that has been provided. Keep the drawer organized as this will help you to give change quickly and save ~~you~~ the hassle of long line-ups.

From the roll of tickets, tear off the correct number of tickets that have been paid for and also remember to give out a "parking paid" ticket as well. Then, direct the people out to the entrance gate where some-one will be stamping and taking tickets.

I have examples of the "fee parking" rate and the "admit fee" rate. These have been given to various exhibitors and judges. These must be shown to you before these people are directed to the entrance gate. They've all been instructed to do so, so you shouldn't have any problems on that score.

I'll be circulating around and so if you have any problems or questions just ask me. I'll also be able to get you change if you need it.

Well, have fun being a gate attendant and remember to KEEP SMILING

SKILL: ORGANIZES EVENTS IN A LOGICAL SEQUENCE

SUGGESTIONS FOR TEACHING:

(1) Virtually any "How to..." exercise is appropriate to either scale. Examples might include:

   a) How to care for a neighbor's house while he/she is on vacation.

   b) How to build a dog house, etc. with emphasis on preparation and clean-up activities.

(2) The standard exercise of scrambling sentences in a paragraph and extracting transitional devices is quite useful. Students rebuild the paragraph providing order and transitions.

In junior grades transitions might only be time order words such as: before, next, finally. At the senior levels provide instruction in sophisticated time order transitions which use such devices as repetition and subordination.

TEACHING AND EVALUATING
STUDENT WRITING

Narrative and Expository Essay Writing Skills

(Secondary Grades)

LEARNING ASSESSMENT BRANCH
THE MINISTRY OF EDUCATION
PROVINCE OF BRITISH COLUMBIA

NARRATIVE AND EXPOSITORY ESSAY WRITING SKILLS

(SECONDARY GRADE LEVELS)

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- Punctuation . . . . N/E 103

NARRATIVE AND EXPOSITORY WRITING

The Narrative and Expository Writing exercises were designed to elicit from students a composition several paragraphs in length. When the student responses to these exercises (also called Global Writing exercises) were assessed, the first rating assigned reflected the overall effectiveness of the story or argument. This type of grading is also called holistic marking. Later, these essays were re-examined for certain specific skills required in longer pieces of writing. This was accomplished using a number of "subscales". Both types of scales are included in this package.

This package of materials contains:

1. Narrative Exercises 2 and 3.
2. Expository Exercises 2 and 3.
3. Marking scales for measuring overall effectiveness of a piece of narrative or expository writing, together with samples of student responses for each scale point.
4. Marking scales for assessing certain specific writing skills, along with sample papers for each scale point.
5. Suggestions for fostering creativity and competence in student writing.

Please note that specific grade level reference has been minimized to permit more flexible use of the materials. The exercises, scales, and sample papers have been labelled as follows:

Exercise 1 - Corresponding to Grade 4 (not included in this package)

Exercise 2 - Corresponding to Grade 8

Exercise 3 - Corresponding to Grade 12

For the purposes of the provincial assessment, students were allowed the choice of a narrative or expository topic and were alloted approximately 55 minutes in which to write their essays.

READ THE BOOKLET ENTITLED GENERAL INTRODUCTION BEFORE
USING ANY OF THESE MATERIALS WITH YOUR CLASSES.

On the following pages you will find two situations described. One of these asks for your opinions; the other gives you the chance to write a story. Read both, and then choose either the discussion or the story, whichever interests you more.

If you like to begin with an outline, feel free to make one. We suggest you write on one side of the page, using every other line. You will be told when time is running out, and allowed five minutes at the end to check what you have written.

REMEMBER: Do only one assignment.

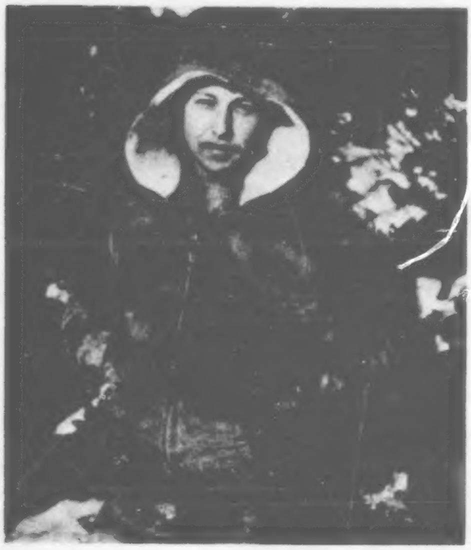
What's the Story?

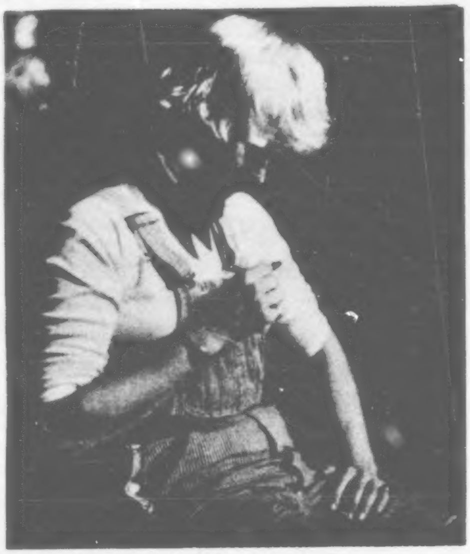
Problems are a part of life. Everyone faces them almost every day. Sometimes problems are large but often they are small: something we need or would like to have, something we don't want to do, or something we forget to do. Sometimes it is another person who is making us sad or we are making them angry! Whatever the problem is, it makes a story.

ASSIGNMENT: Look at the people in the photographs on the next page. Each of them has a problem. Choose the one person you want to write about and decide what the problem is. Now write a story telling about this person, the problem, and the solution. You may add any other characters you need.

Try to make your characters and story as realistic as possible.

What's the Story?





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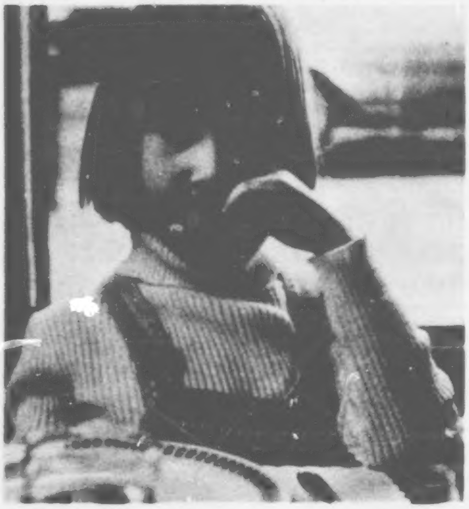
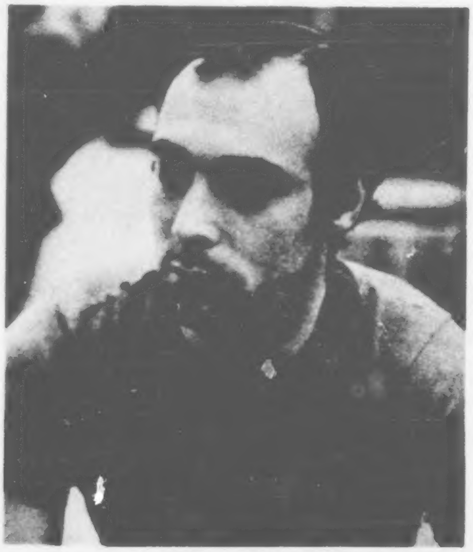




ASSIGNMENT: Look at the people in the photographs. Each of them has a problem. Choose the one person you want to write about and decide what the problem is. Now write a story telling about this person, the problem, and the solution. You may add any other characters you need.

Try to make your characters and story as realistic as possible.

Writing an Opinion

Teenagers make up one of the largest groups who watch television. Some people think teenagers, especially those between 12 to 14 years of age will watch anything. Do you believe this? Or are there special kinds of shows that you and your friends like to watch?

If you were asked by a TV company to give your opinion on the type of show teenagers would like to see, what kinds of main characters would you suggest? What kinds of things should happen to them? Where might they live?

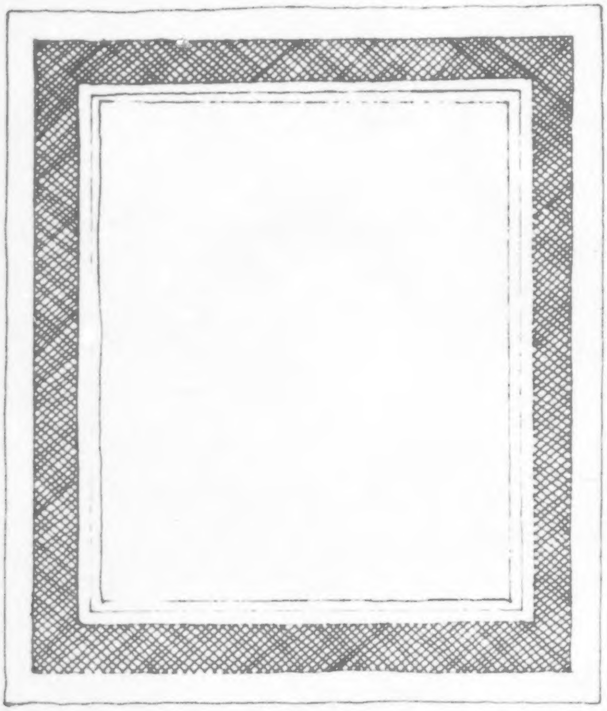
ASSIGNMENT: Imagine that you have been asked to asvise a TV company about a new show for teenage audiences. In your opinion, what kinds of characters should be in the story? Where and when should it take place? Explain why you think your show would appeal to teenagers.

On the following pages you will find two situations described. One asks you to write a story; the other gives you a chance to write an opinion essay. Read both situations, and then choose either the story or the essay, whichever interests you more.

You will be told when time is running out, and allowed five minutes at the end to proof read. If you like to begin with an outline feel free to make one. We suggest you write on one side of the page, using every other line.

REMEMBER: Write about only one of the topics given.

Situation One: Story Writing



This is a photograph of a person you know very well -- perhaps a relative, perhaps a friend. You are going to write a story in which this person is a major character. First try to "see" your character in the picture frame. Now think of this person in a particular place or setting, at a particular time of day. Your character is feeling a certain mood -- remorseful, excited, depressed, or any other mood you select.

ASSIGNMENT: Write a story in which something happens to this character that causes a sharp change of mood. Try to write a story which shows your character as a real person, reacting in a real situation.

Situation Two: Opinion Essay

Each time the Olympic Games or the Commonwealth Games are in the planning stages, the organizing committee is urged to include new events, such as synchronized swimming or rhythmic gymnastics. One of the questions then facing the committee is whether or not such events are in fact "sports".

People engage in many leisure activities ranging from chess, backgammon, and jogging, to drag-racing, tennis, and lacrosse. Whether any of these is a "sport" depends on what one thinks is involved in a sport.

ASSIGNMENT: Develop your definition of "sport". Discuss the things which, in your opinion, determine whether some activity is, or is not, a sport. You may wish to say which game or activity you think comes closest to being a perfect sport, and why.

NARRATIVE WRITING

(SCALED FOR OVERALL EFFECTIVENESS)

In using the following scales and samples of student writing please make reference to the test exercises, which are reproduced on pages N/E2 - N/E8 of this package.

Both the scales and scale discussion are extremely valuable for both teaching and evaluation purposes. They should be applicable to a wide variety of instructional situations.

Although both scales have nine scale points, there is no example in either case for scale point 9. This is due to the fact that none of the papers which were graded on three separate occasions seemed to fit the very high demands of that scale point (at least in the judgements of all three markers).

This skill is referred to as SKILL 60 at the grade 8 level and SKILL 70 at the grade 12 level in the Assessment of Written Expression reports.

DISCUSSION OF NARRATIVE SCALE

General: Is there evidence of originality and competence in the introduction, development and resolution of a problem? Some attempt at characterization should occur.

Specific points to consider would include:

A. Character:

1. Has the writer established a 'living' character?

B. Plot:

1. Has a story been told?
2. Are the situations real?
3. Is there evidence of originality?
4. Does something happen?
5. Is the resolution consistent with the introduction and development?
6. Is there a feeling of satisfaction with the ending?
7. Is there a cohesion of unity in the plot development?

C. Use of language:

1. Is there evidence of variety and sophistication in word choice?
2. Are trite and clichéd images and expressing avoided?
3. Is dialogue used effectively where appropriate?
4. Are repetition and wordiness avoided?

D. Style:

1. Is the use of conversation as the narrative style avoided?
2. Do sentences display variety in structure?
3. Is dialogue used effectively where appropriate?
4. Are repetition and wordiness avoided?

E. Other elements:

1. Mechanical competence.

NOTE: Not all of these would be expected at this grade level, but some would occur in superior narrative writing.

SCALE FOR NARRATIVE WRITING

Prior to assigning these exercises, students require practice in attempting to address specific topics.

Scale Point 1: Either incomprehensible OR no attempt to address the topic.

Scale Point 2: Minimal attempt to tell a story. Mechanical problems are excessive. Serious problems with coherence and unity. Comprehension difficult.

Scale Point 3: Either attempts to tell a story, but style is ineffective and mechanical problems excessive rendering comprehension difficult OR mechanically satisfactory but fails to tell a story.

Scale Point 4: Attempts to tell a story. Reasonably clear, but no evidence of originality. Lapses in unity and coherence.

Scale Point 5: Content is fairly thin although there is some attempt at originality. A story is told with evidence of coherence, unity and reasonable command of the language. Style tends to be conversational. Some problems with mechanics most often in spelling and sentence structure. Sentences lack control and variety. Often wordy and repetitious.

Scale Point 6: Evidence of originality. Good use of detail. Some attempt at characterization. However, contain problems with unity, coherence and mechanics.

Scale Point 7: Workmanlike. Written with clarity and organization but not a great deal of originality. No serious errors. Use of mechanics and writing style acceptable. Character(s) may be realistic, but problem and its development and resolution pedestrian.

Scale Point 8: Well developed narrative. Generally, the introduction is effective although the resolution may not be strong. Some attempt at characterization. Vocabulary, style and mechanics above average for grade level.

Scale Point 9: Establishes a realistic character with an interesting problem. Evidence of originality. The conclusion is effective, and may have an interesting twist. The ending is 'honest' in terms of development. Good paragraph structure and organization. Precision in use of language. No serious mechanical flaws. Shows a great deal of promise as a writer.

PROVINCIAL RESULTS (Grade 8)

Scale Points	1	2	3	4	5	6	7	8	9
Percent of Students	3	10	15	16	20	12	12	8	1

*

*Interpretation Panel cut-off point.

SCALE POINT 1

Micky has cancer. She just came back from the doctor and he told her she is going to die in four days. So [illegible] [illegible] [illegible] her [illegible] to [illegible] [illegible] to Hawaii. When they arrive at Hawaii she wants to go swimming. She jumps in and starts to swim. She [illegible] a [illegible] [illegible] shark [illegible] the [illegible] [illegible] of [illegible] [illegible] [illegible]. The shark [illegible] [illegible] [illegible] [illegible] [illegible] of the [illegible] [illegible] place. The shark [illegible] her, the [illegible] and all the [illegible] [illegible] the shark to be killed as he was.

SCALE POINT 2

Pg 2

Hello my name is Lisa Kreskyn I'm 6 years old I have a problem and this is how it goes."

Hi mom I'm home.

Lisa honey well you get change you have a doctors appoint so hurry up now.

Ok Mom!!

Lisa I don't want to tell you again.

Alright mom.

You see Lisa hated needles that was one thing she hate and to-day she was going to get one. This is at that hospital. At the needle room.

Is this were you get your needles.

Yes and try not to cry ok.

OK

Do you think [illegible] cryed?

Lisa

The End

SCALE POINT 3

[illegible]

SCALE POINT 4

Kelly

Kelly was a little girl who loved to go to school. This was her first year so, to her this was something new and wonderfull. Today the teacher asked every body in the class to draw a picture and make up a story on this head about it.

That night Kelly sat in her room and thought about what she was going to draw. It was 6:00 o'clock and her father was coming home in a little while for supper.

At the table that night she never at anything because she had her mind on her picture.

Later on that night her father and mother was sitting in the front room. So she walked in she started talking to them she asked them "How dad, I have to draw a picture and think of a story to do for school, and I was wondering if you know of something I could draw?"

"No, honey," they both replied, "I don't know of anything you could draw. Maybe about a animal or about one of your friends."

"It's o.k.," she said quitily as she walked out of the room. "Maybe Jack could help me think of something to draw."

Later on when Jack got home from his friends place she ~~walk~~ went to his room very quitily she knocked on the door "Jack, are you home?"

"Yes I am, you can come in."

So she walked in he asked her what she ~~wa~~ wanted.

"I have to draw a picture for school what should I draw?"

"How would I know?" he replied.

The next morning when she got up she had a great idea, she would fine the dog, draw him, and think up a story.

That afternoon she drew him beside the river. On Monday ~~on~~ she went to school and she had the best one out of her ~~Fr~~ whole class.

SCALE POINT 5

This little girl at the age of 8 has a problem with her baby kitten. She has three friends Margie, Tom, Bobby, and her name is Tara. In this story I will tell about the problems she ~~get~~ goes through with her cat.

It was ~~weda~~ Wednesday night and Tara was giving her cat some [illegible] and bread. After she finished she went to bed.

In the morning Tara woke up with the sound of her mother yelling. Tara didn't want to see her mother right now. Soon Tara regained some courage and began down the stairs. When she saw her mother her mother started yelling "That cat has got to go! It tore up my best chair and scratched the carpet to pieces!"

Tara didn't say anything, she just walked to school. When she got to school she told her friends what happened at home and Bill made a suggestion "Why don't we tell your mom yous sorry".

Tara knew it wouldn't work and nothing else was said. That same night the cat was sent to the pound. Tara knew she had to do something so she decided she would steal the cat back tonight. Tara phoned her friends and they all agreed. They all met a block from Tara's house and started walking to the pound.

When they all got there, which was about a half an hour later they all broke threw the window and started searching for Tara's cat. They all walked through the dog side and into the cat section. Right away ~~Bill~~ ~~&~~ Bob spotted Tara's cat and reached the ~~the~~ bars and grabbed the ~~kitten~~ cat. While they were walking out the dogs began to bark and they all started to run, but before long the police came and ~~found~~ ~~up~~ phoned up their parents and ~~everybody~~ everyone of Tara's friends got off the ~~hook,~~ hook. Tara was given a good talking to and got the cat back.

The end.

SCALE POINT 6

The Alessum Boys

The story takes place in New York City on August 17 1978 where a small band meet at a back alley in a small garage on Brooklyn Street. The leader of the gang is Dinky Spinton, 5 time B and E convicted and a file of various other charges the size of a dictionary.

Punch Dilyung, 3 times convicted of rape, and other charges including murder, mugging, assault, robbery, possesion of a deadly weapon, drug peddling and jaywalking. Punch is an orphan from Michigan, a stalky looking guy with deep blue eyes and a "punch" that'll make your head spin for "Don't arrest me I have an alibi" Dudley, former good student and boy scout turned individualist, small scar on cheek, smily and muscles like a mountain range.

And Spike "You are I suppose'd to know" Tiddefoo, smallest member of the group but by far the most dangerous and unpredictable of all.

The members there met to discuss the future of their good gang "The Falcons" and their greatest enemy "The Violent Fairies" (or at least thats what they told me they were)

The 7 other members of the good gang Elton, Lefty, Mad dog, Wolfhound, Eagle, Knife and Chain frustrately enter the stakeout point with excited expressions on their faces as if in terror, "the Fairies are coming," he exclaimed panting ~~mildly~~ wildly. "Those s***'' are coming down it, they're gonna murder us."

"Aw ____," shouted Dinky, "how far away from here are they"?

"About 3 blocks"

"Good" he answered "We still got time, Eagle grab the bottles

Punch get the chains and

Lefty get the baseball bats. I'm gonna kill him if its the last thing I do."

The group of boys rushed from the hideout just in time to see the Fairies approaching, all 24 of them, although the Falcons were fantastic they were outnumbered over 2 to 1.

the Falcons took their positions at the side of the alley, the Fairies made the first move. They ~~[illegible]~~ blocked the alley from both ends and started to move in. Wolfhound was getting nervous and pulled out a revolver.

"Where the hell'd you get that demanded Chain"

Wolfhound didn't respond but let off 6 shots killing and wounding 4 people, he then started to reload, meanwhile the fairies had gotten closer, Wolfhound let off 4 more shot injuring 3 more and then hesitated. Then let out a scream "Oh My God" and pointed the gun at his skull and pulled the trigger and fell to the floor a lifeless form"

Aw — what a stupid s.o.b., grab his gun Elton, we'll beat these suckers yet

The fairies were then upon them the fight was strictly hand to hand now. After ten minutes 3 lifeless forms fell to the ground, two falcons and 1 faerie. The fight continued until the screeching noise of sirens filled the air, the fight abruptly ended and gang members scattered in different directions. Aw — we'll get them tommorow yeah we'll get 'em.

The battle ends with 10 lifeless bodies laying in the dirt.

When will they ever learn

The End

SCALE POINT 7

What's the Story?

The little girl in the ~~(small)~~ corner of the page went to her friend's place for apper. She is very shy and doesn't like to go places without her mother and/or father. To make matter's worse, Carrie (the little girl) doesn't like the ~~(strange)~~ food Joany's ~~small~~ mother placed in front of Carrie. Carrie is Joany's best friend and she notices Carrie is having difficulty eating. Joany tries to think up a way she can help Carrie but realizes she can't. Joany's mother now looks at Joany and Carrie. They are both not eating. Mrs. Cathine (Joany's mother) says "Would you girls like some dessert now?" "Yes please," Joany replies. Then Carrie catches on about Mrs. Cathine. She realizes that Mrs Cathine found out that she didn't like the food. "Oh no," she thought, "Now Mrs Cathine and ~~(Got)~~ Joany won't like me!" Her face turned red with embarrassment.

When it was time for Carrie to go home, Carrie was terrified. Mrs. Cathine was to drive Carrie home. "What would Mrs. Cathine do to her?" thought Carrie. Worse than that Joany wasn't allowed to come with them because she had to get ready for bed.

Carrie was relieved when Mrs. Cathine drove into ~~(their)~~ Carrie's driveway. Mrs. Cathine stopped the car and got out. Then she said to Carrie, "I'm going to come in and talk to your mother, okay?" "Okay," replied Carrie. "Now what will she say?" thought Carrie.

Latter after Mrs. Cathine had gone home, Carrie's mother called Carrie into the living room. "Carrie," she said, "Mrs. Cathine talked to me about you. She said you were a nice, polite little girl. She wanted to know if you could go to the zoo with the Cathine's family on Saturday. Would you like to?" Carrie's mother ~~asked.~~ asked. Carrie was so relieved that they had liked her, that she said, "Yes, yes, I would really like that, can I go, please, please?!" "Yes, you may go," Carrie's mother replied with a smile.

SCALE POINT 8

-1-

~~The snow was falling lightly and~~

Outline:
I Description
II Tell about guys
III Tell about problem
IV Conflict
V Solution

The snow fell lightly and the sun shone in a clear blue sky. The evergreen trees with their brilliant green branches was a magnificent picture set against the sky. On Mt. Baker it ~~was a perfect~~ would have been a perfect day for skiing and it was. It was perfect, that is, for everyone other than Maxim French. ~~Maxim~~ He had looked forward to this day of skiing for a whole month but now his plans were ruined. Maxim lived in Spokane, Washington. He and his friend, Dorian [illegible] from Vancouver, B.C. had decided to meet at a midpoint: Mt. Baker. When they ~~[illegible]~~ arrived that day at 7 o'clock they went straight up the

-2-

mountain to ski. For the first few hours they had a glorious time, skiing down the slopes with the beautiful scenery around them. Both Dorian and Maxim had just completed their intermediate skiing course and with it ~~of them~~. They tried to improve their style. They hadn't a care in the world. However, the mighty gods, that day had decided to bestow bad luck upon unsuspecting Maxim French. At eleven o'clock a.m. Maxim and Dorian decided that they would ski on different slopes by splitting up. That is just what they did. Dorian went to a rather difficult slope called "Acadia." It did not have any moguls (bumps in the snow) but was extremely steep. Maxim on the other hand being at times foolhardy went on a most difficult slope called San Fran. There were not only excessive

-3-

moguls but it went ~~ab~~ straight down. Well Maxim he was a pretty capable skier, but he should not have gone to such a difficult slope. The first part of the slope was moguls as far as the eye could see. "After Tank Hill," he thought, "It will be smooth straight skiing." He made the first part without major difficulties but then he got to a place that seemed impossible. "Well I've come this far," he thought "I might as well carry on!" He flew straight down and went completely out of control. He went off a jump, hit both tips of his skis in a mogul and they snapped. Maxim then proceeded to roll into a snow bank and stopped himself. He took off his remaining halves of skis and leaned against a tree.

"Damn!" he said. "I can't believe this."

-4-

~~He~~ Maxim was in a bad predicament. This area was not frequented by very many skiers. To try and go down the slope by walking would be sheer suicide. There he sat for for two hours. Had ~~he~~ not a ski patroller not come down that slope to form a different one just to test his skiing ability, Maxim would have had to stay there all night. Maxim saw Henry the ski patroller, yelled to him and got him to come. Henry took him to the bottom of the Mountain where he met Dorian.

"Where the heck have you been?" screamed Dorian.

"Later Dorian... later."

They went back to the motel, Maxim had a hot bath and went to bed.

"What happened?" asked Dorian again.

"In the morning friend!" said Maxim. "In the morning I'll tell everything.

DISCUSSION OF NARRATIVE SCALE

General: Is there development of character, conflict and mood through effective use of language?

Specific points to consider would include:

A. Mood:

1. Is a mood established and maintained?

B. Character:

1. Has the writer established a 'living' character?
2. Is there development of the character?
3. Is sufficient motivation provided to explain shifts in mood or character?

C. Plot:

1. Has a story been told?
2. Are the situations real?
3. Is there a sense of action or drama?
4. Is the story interesting?
5. Is there honesty, power and logic in the ending?

D. Use of language:

1. Is there evidence of sophisticated word selection?
2. Does the writer use language effectively to establish a tone consistent with the story being told?
3. Are prosaic diction and cliched images avoided?
4. Is there effective use of figurative language and imagery?

E. Other elements to consider:

1. Mechanical competence.
2. Effective sentence construction.
3. Sense of organization and cohesion.

NOTE: Not all of the above points would be required in a good narrative, but some should occur.

SCALE FOR NARRATIVE WRITING

Scale Point 1: Either a total lack of effort or totally incoherent writing. No involvement in assignment evident.

Scale Point 2: An underdeveloped story, poorly written. Proliferation of mechanical errors.

Scale Point 3: Average writing skills are displayed in an underdeveloped story. Apparent absence of ideas or lack of effort. No length.
OR
A longer story showing some development but containing a clearly unacceptable number of errors.

Scale Point 4: A trite story with some development. Mechanics and structure minimally acceptable.

Scale Point 5: Reasonably well written shallow story indicating no depth in character or plot.
OR
Story engages reader's interest but contains several mechanical errors including serious sentence faults.

Scale Point 6: Clear attempt at a narrative with plot, development and plausibility, but contains one or more major mechanical errors.
OR
Mechanically competent, but insufficient sense of story. Lacks excitement or interest.

Scale Point 7: Some sense of drama and interest in the story line although there is an overall prosaic quality to the story. Language is pedestrian and non-innovative. May contain some minor mechanical errors.

Scale Point 8: Excitement in style and content, but minor flaws are apparent in continuity, mechanics or diction.

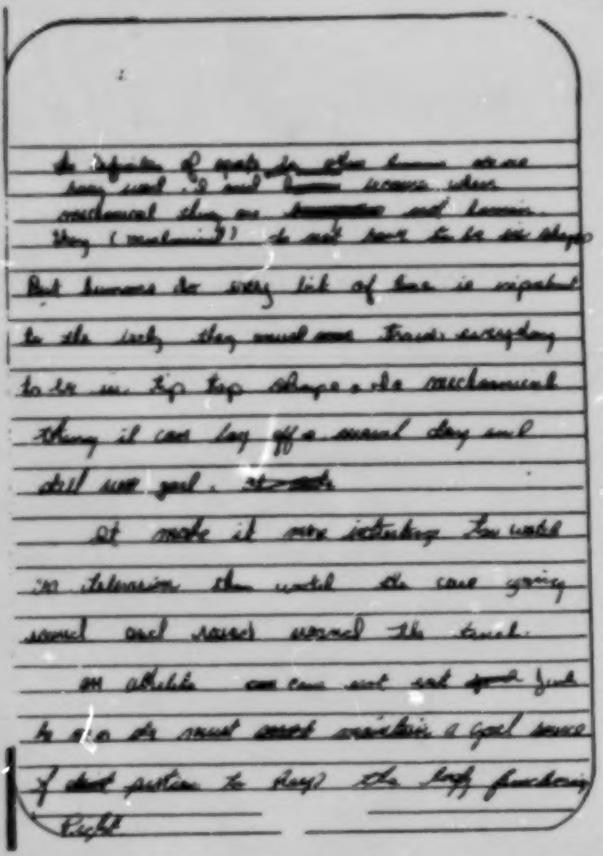
Scale Point 9: Narrative displays realism, plausibility and honesty in story line, character and mood shifts. No mechanical or syntactical errors.

PROVINCIAL RESULTS (Grade 12)

Scale Points	1	2	3	4	5	6	7	8	9
Percent of Students	7	9	16	18	21	9	9	6	1

*Interpretation Panel cut-off point.

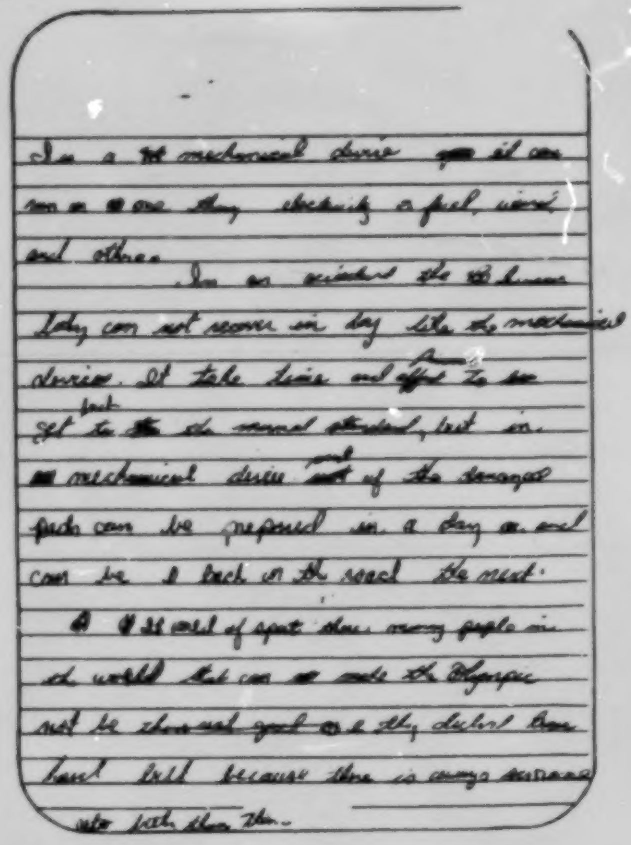
SCALE POINT 1



the definition of sports [illegible] other human are are [illegible] [illegible]. I said human because when mechanical thing are [illegible] and human. They (mechanical) do not have to be in shape But humans do every bit of time is important to the body they must [illegible] train everyday to be in tip top shape. the mechanical thing it can lay off a several day and still are good. ~~[illegible]~~

It make it more interesting to watch in television than watch the cars going round and round around the track.

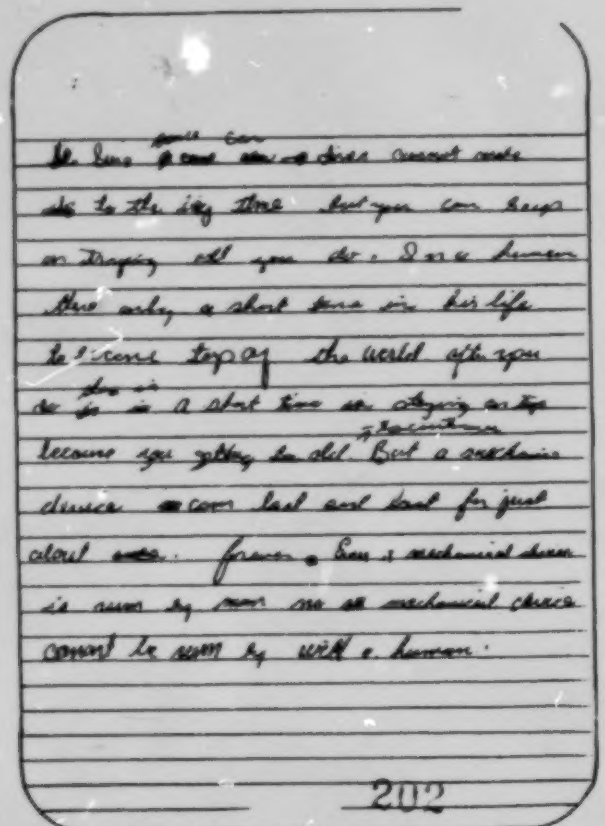
An athlete ~~can~~ can not eat ~~[illegible]~~ junk he also he must ~~[illegible]~~ maintain a good source of ~~[illegible]~~ protein to keep the body functioning Right



In a ~~[illegible]~~ mechanical device ~~[illegible]~~ it can run on ~~[illegible]~~ one thing electricity a fuel, wind and other.

In an accident the ~~[illegible]~~ human body can not recover in day like the mechanical device. It take time and effort [illegible] to [illegible] get back ~~to~~ the normal standard, but in ~~[illegible]~~ mechanical device most ~~[illegible]~~ of the damaged parts can be repaired in a day or and can be back on the road the next.

~~[illegible]~~ ~~[illegible]~~ The world of sport show many people in the world that can ~~[illegible]~~ make the Olympic not be ~~[illegible]~~ ~~[illegible]~~ they [illegible] their best because there is always someone who [illegible] than them.



The [illegible] small can ~~[illegible]~~ ~~[illegible]~~ device cannot make it to the [illegible] time but you can keep on [illegible] all you do. Once a human [illegible] only a short time in his life to become top of the world after you do ~~it~~ [illegible] in a short time ~~[illegible]~~ staying on top because you getting too old. [illegible] But a mechanic device ~~[illegible]~~ can last and last for just about ~~[illegible]~~. forever. Once a mechanical device is run by ~~[illegible]~~ [illegible] ~~[illegible]~~ mechanical device cannot be [illegible] by with a human.

SCALE POINT 2

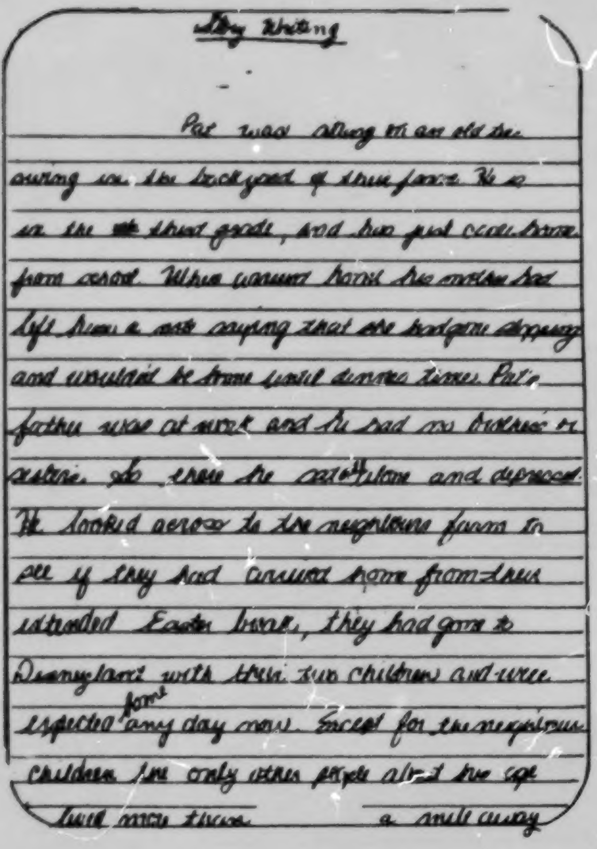
It was in the middle of summer me and [illegible] some of the people went down to the beach to have a little party. We were all [illegible] good friends. The party was at [illegible] [illegible] everybody was starting to feel pretty good. [illegible] [illegible] [illegible] I wouldn't [illegible] [illegible] [illegible] coming of the water. I didn't tell [illegible] nothing of it so just didn't say anything about it. In the mean while we were still waiting for John to come along. He was going to bring the food for each of us. Just then [illegible] [illegible] [illegible] up and stopped. I wasn't quit sure if it was his [illegible] or not, so I had to run over the truck and see. When I came over [illegible] I knew it was John [illegible] out [illegible] looking. I could tell by the [illegible] voice.

Boy did I give him [illegible] for not [illegible] here on time. [illegible] [illegible] I don't know why I do it because everytime I do he says the same thing. I was tied up by some [illegible]. Well [illegible] better get down to party or they will think we're [illegible] [illegible] out on the [illegible] [illegible] brought. John [illegible] a little [illegible] [illegible] with everybody that he [illegible] to school with, [illegible] just anyone but himself even that's hard to do. As we came over the truck John said look who's here the man with the goodies, I hope your all feeling good tonight because [illegible] [illegible] of [illegible]. We all started talking about what we are going to do after we get out of school, nobody seem to know right now,

except for John wants to be some [illegible] of accountant so he can make more money than what he is, or he said he would like to become a [illegible] so he could catch sharks. then all of a sudden he wanted to go in swimming I said you better forget about it. but he wasn't going to let anyone stop him so in he walks, as he was going out I told him about the noises I heard, I said there might be sharks out there. But he wouldn't listen to me, when he was out there he would go down in the water so that it looks as if he was drowning. I said come of it John don't do that because one of these times you will be drowning and nobody will believe you. Then all of a sudden I seen him go down,

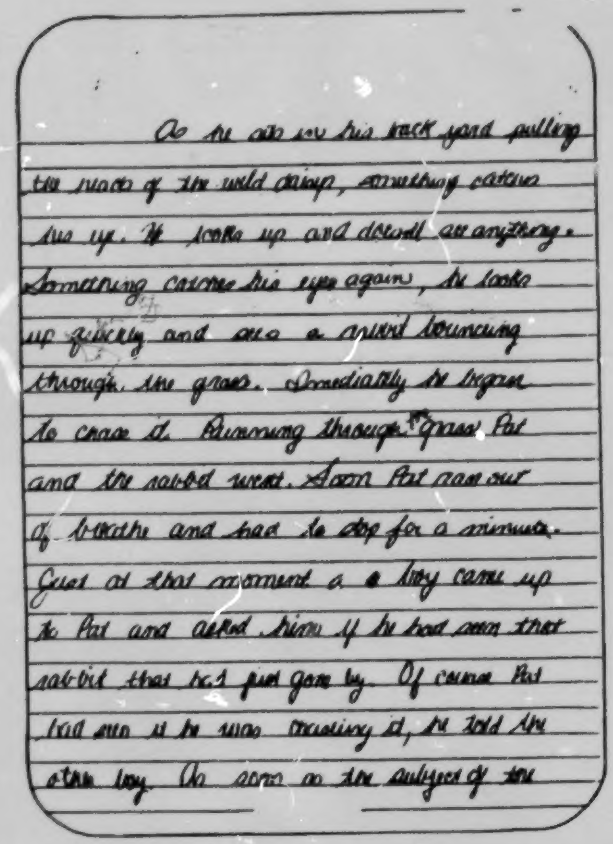
nobody thought anything of it. Until he came back up screaming shark, help somebody please, a shark. I didn't know what to do but to jump in there and help John. I just couldn't let him be eaten by a shark. When I got to the place where he was he was gone. The water became very quit and a [illegible] [illegible] of [illegible] and I felt something brush up against my leg, I knew right away that the shark was back looking for more. I didn't know what to do swim back or just sit still in the water so I panicked and began to swim for shore then the shark got me and I know this is the end.

SCALE POINT 3

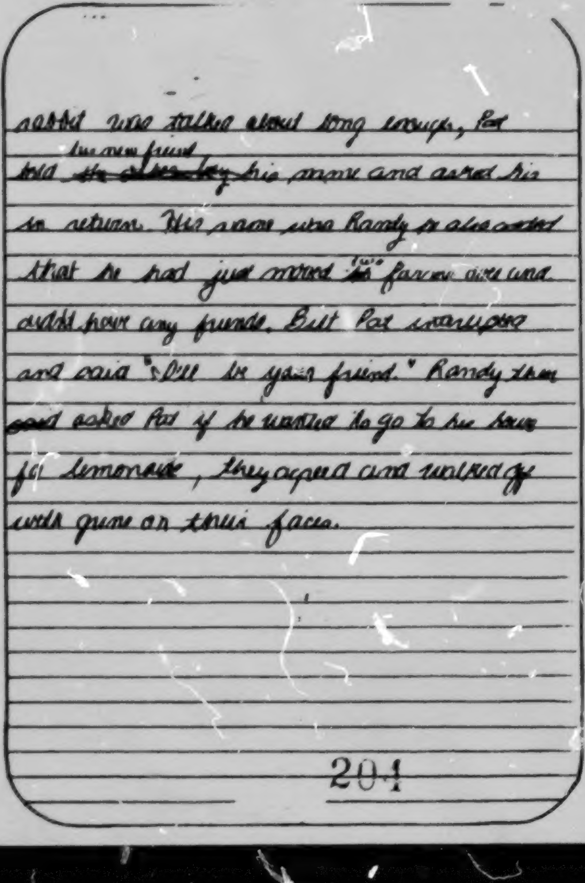


Story Writing

Pat was sitting on an old tire swing in the backyard of their farm. He is in the ~~4th~~ third grade, and has just come home from school. When coming home his mother had left him a note saying that she had gone shopping and wouldn't be home until dinner time. Pat's father was at work and he had no brothers or sisters. So there he sat all alone and depressed. He looked across to the neighbors farm to see if they had arrived home from their extended Easter break, they had gone to Disneyland with their two children and were expected home any day now. Except for the neighbors children the only other people about his age lived more than a mile away



As he sits in his back yard pulling the petals of the wild daisys, something catches his eye. He looks up and doesn't see anything. Something catches his eye again, he looks up quickly and sees a rabbit bouncing through the grass. Immediately he began to chase it. Running through the grass Pat and the rabbit went. Soon Pat ran out of breathe and had to stop for a minute. Just at that moment a ~~a~~ boy came up to Pat and asked him if he had seen that rabbit that had just gone by. Of course Pat had seen it he was chasing it, he told the other boy. As soon as the subject of the



rabbit was talked about long enough, Pat told ~~the other boy~~ his new friend his name and asked his in return. His name was Randy he also added that he had just moved ~~in~~ two farms over and didn't have any friends. But Pat spoke up and said "I'll be your friend." Randy then ~~said~~ asked Pat if he wanted to go to his house for lemonade, they agreed and walked off with grins on their faces.

SCALE POINT 4

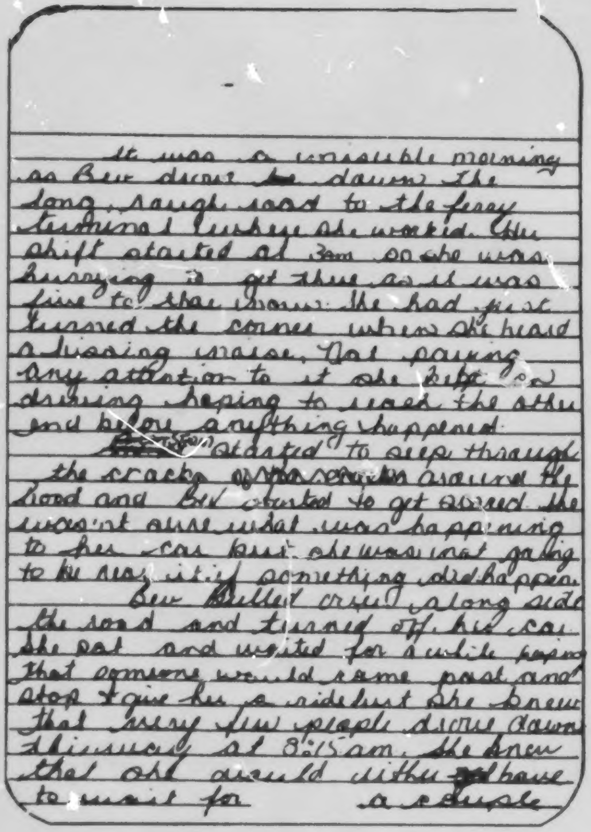
We were all at school the five of us. We had ~~just~~ would finished our lunch and we would all getting to class except Ann. She had a spare so she would stay in the library. Ann enjoyed staying in the library because the guy she liked had a spare in the library to. She used to come to us after and tell us about everything they talked about.

Ann had been happy for the last three months because she now knew so much about Joe. We were all happy for her to because she had liked him for so long and now it seemed that they were getting more friendlier. We all thought that he liked her to because he was being so friendly.

But that was all he wanted to be, just a friend. We found this out after the third month. The way we found out is that he asked another girl in our group out. Mary was so innocent that she told us all including Ann. Ann was so shocked and upset. We could all tell that she was mad at Mary but she didn't say anything. The next day Ann told us that she was jealous and very mad and depressed about the whole thing. She said she didn't know if she should be mad at Mary or Joe or if she should just forget the whole thing. We told her to not be mad at Mary because Mary had nothing to with it and we also told her that it would be hard to forget Joe but to just try to do it and slowly.

It took ~~Mary~~ Ann a long time to start talking to Mary again but she finally did it. She also was slowly forgetting Joe and beginning to realize there was many more guys.

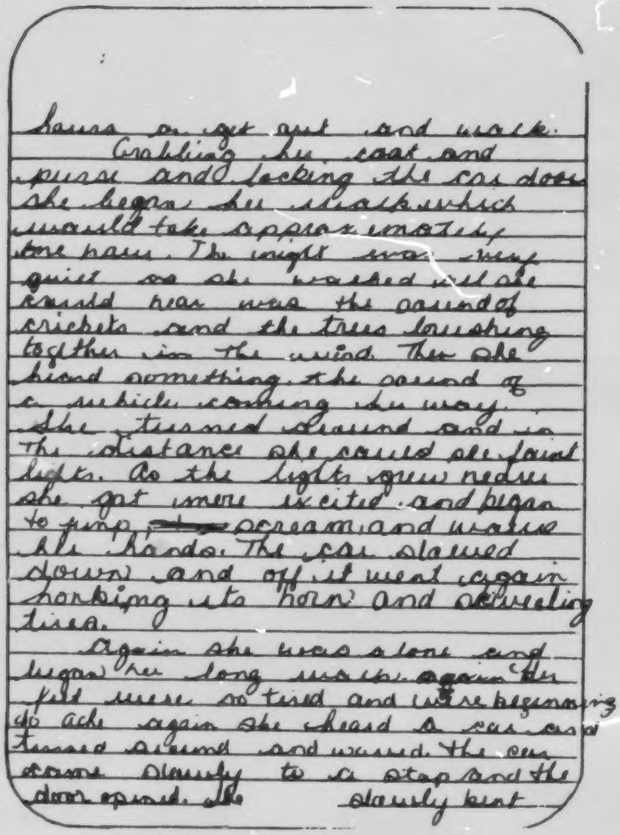
SCALE POINT 5



It was a miserable morning as Bev drove ~~to~~ down the long, rough road to the ferry terminal where she worked. Her shift started at 9am so she was hurrying to get there as it was five to nine now. She had just turned the corner when she heard a hissing noise. Not paying any attention to it she kept on driving hoping to reach the other end before anything happened.

~~Steam~~ Steam started to seep through the cracks of ~~the~~ [illegible] around the hood and Bev started to get scared. She wasn't sure what was happening to her car but she was not going to be near it if something did happen.

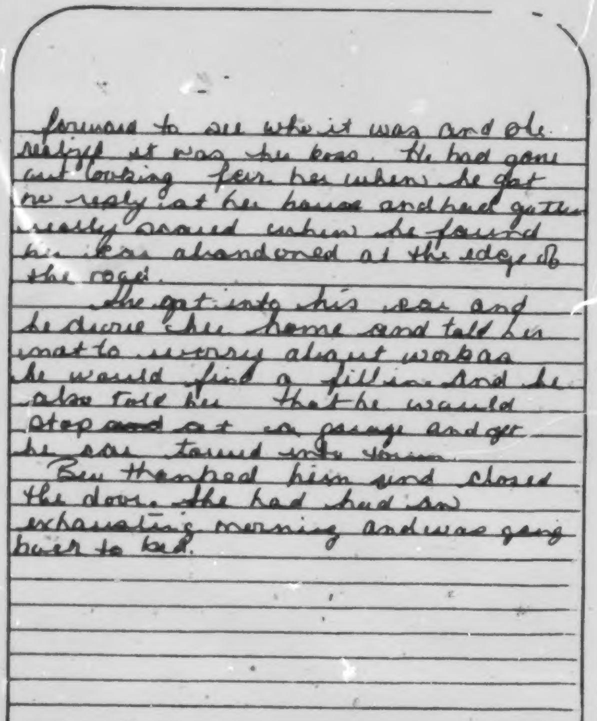
Bev pulled over along side the road and turned off her car. She sat and waited for a while hoping that someone would come past and stop & give her a ride but she knew that very few people drove down this way at 8:15am. She knew that she would either ~~[illegible]~~ have to wait for a couple



hours or get out and walk.

Grabbing her coat and purse and locking the car door she began her walk which would take approximately one hour. The night was very quiet as she walked all she could hear was the sound of crickets and the trees brushing together in the wind. Then she heard something, the sound of a vehicle coming her way. She turned around and in the distance she could see faint lights. As the lights grew nearer she got more excited and began to jump, ~~[illegible]~~ scream and wave her hands. The car slowed down and off it went again honking its horn and screeching tires.

Again she was alone and began her long walk again. Her feet were so tired and were beginning to ache again she heard a car and turned around and waved. The car came slowly to a stop and the door opened. She slowly bent



forward to see who it was and she realized it was her boss. He had gone out looking for her when he got no reply at her house and had gotten really scared when he found her car abandoned at the edge of the road.

She got into his car and he drove her home and told her not to worry about work as he would find a fill in. And he also told her that he would stop ~~and~~ at a garage and get her car towed into town.

Bev thanked him and closed the door. She had had an exhausting morning and was going back to bed.

SCALE POINT 6

Jeannette was always a shy and timid girl and she had only a few close friends. She spent most of her time riding her horse, Marty, and babysitting the children on her block. In school she was a straight "A" student and the teachers all enjoyed having her in their class because she did not cause any trouble.

Every day was about the same for Jeannette; she led a very routine sort of life. But today it would be different. Something would happen to her that would, if she allowed it to, change her life completely.

Jeannette rose early as usual in the morning. She had chores to do and she had to go and feed Marty and all the other animals on her Uncle's farm. Her parents had been separated and her mother left Jeannette with her Aunt while she was in the city working. Her mother had never really wanted to keep Jeannette in the first place, and Jeannette knew this so she was happy to go live with her Aunt.

Her Aunt and Uncle were not very wealthy but they managed alright with the small amount of produce from the farm. Jeannette was never allowed any priviledges in that house so she spent most of her time outside where she knew she would not get in the way. She had very little money except for the few dollars she made with her babysitting jobs. This all would soon change.

It was ten o'clock during school when Jeannette was called down to the principal's office. She had no idea what it was all about because she had never been called down before. She was sort of scared.

The principal smiled at her over his horn-rimmed glasses and offered her some lemonade. She declined and after asked him why she had been sent to him.

"This is not easy for me to tell you," replied the principal "but I will do the best I can."

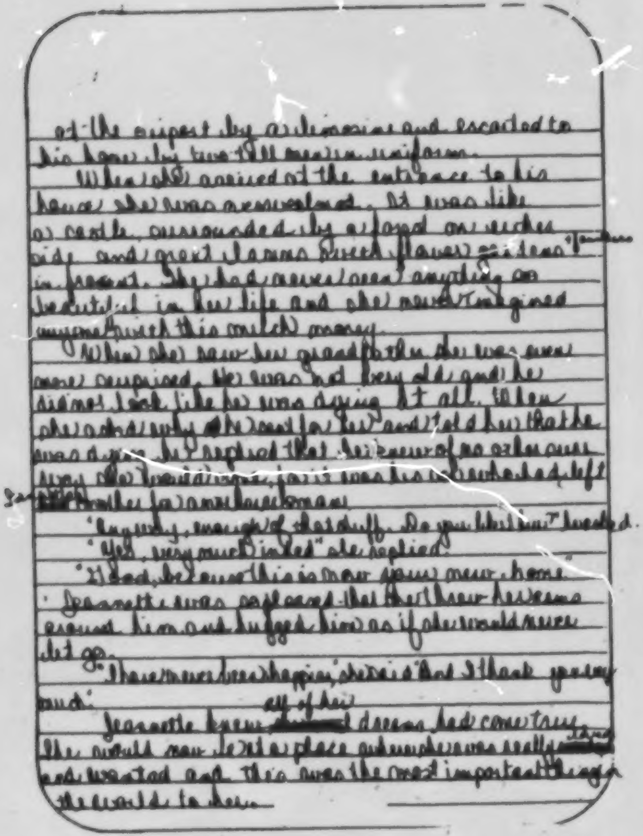
"What has happened? Is there anything wrong?" asked Jeannette.

"Yes I am afraid so young lady. You see, your grandfather is dying and he has sent for you from his home in London. He wishes to see his only granddaughter before he dies."

"It is a long way but I have never met him so I guess I must go if he wants to see me," she said.

Later that day Jeannette was on her way to her grandfather's home in London. She was excited and

SCALE POINT 6 (cont'd)



at the airport by a limousine and escorted to his house by two tall men in uniform.

When she arrived at the entrance to his house she was amazed. It was like a castle surrounded by a forest on either side and great [illegible] [illegible] flower gardens [illegible] in front. She had never seen anything so beautiful in her life and she never imagined anyone with this much money.

When she saw her grandfather she was even more surprised. He was not very old and he did not look like he was dying at all. When she asked why he sent for her and told her that he was dying he replied that he knew of no other way she would come, for it was his son who had left [illegible] mother for another woman.

"Anyway, enough of that stuff. Do you like it here?" he asked.

"Yes, very much indeed" she replied.

"Good, because this is now your new home."

Jeanette was so pleased that she threw her arms around him and hugged him as if she would never let go.

"I have never been happier," she said "And I thank you very much."

Jeanette knew ~~[illegible]~~ all of her dreams had come true. She would now have a place where she was really ~~[illegible]~~ loved and wanted and this was the most important thing in the world to her.

SCALE POINT 7

~~It was hot and muggy in Oakville that July, but then again it had always been that way as long as Steve could remember.~~

It was as hot as it had ever been, that July in Oakville. Steve heard his parents say that it hadn't been as hot in 17 years, Steve wondered whether that had anything to do with his birth, only in jest, of course. Weather was of special interest in Oakville [illegible] not because it was especially abnormal, it just happened [illegible] that that was all people in Oakville ever talked about. Steve concluded that it was probably due to the fact that there was nothing better to talk about.

One summer morning, in July Steven went out side. It was not just any morning, or for any reason that he made this decision. Something unexplainable drew him into his mothers' garden in the back yard. As he closed the distance between himself and the plot, a wonderfull feeling came over him. He stared at the flowers in puzzled amazement and watched as they began, individually singing to the sun. He fought to speak out, but no sound came from his lips. He pleaded within himself that ~~[illegible]~~what he was discovering would go away despite the pleasure it gave him. It did not. Steven gazed, at last, into the ball of fire in the sky and saw in it more than just a matter of weather.

When at last he took his eyes off the burning light and fixed them again on all the bright flowers in his mothers garden, he saw that ~~they were~~ where ~~there were once many flowers before~~ they once stood singing joyfully, there was only one lonely flower, ~~[illegible]~~.

Steven looked upon that flower and in it he saw himself alone. He wept until there was water enough for a whole garden of flowers, but no more grew.

Stevens brother, Ken, saw him in the garden. Ken approached him and said ~~it~~ in a cheery voice "fine weather were having, isn't it". Steve looked at him with tears still clinging to his eyes and said "What do you mean, only one flower has managed to survive".

SCALE POINT 8

She wiped off the crumbs from the table with her cloth. The restaurant was as dim as always with only flickering candlelight set on the small, intimate tables by artificial means. She pondered, as always, on the sparkle of the glasses at the bar and the bartender, who wiped them to capitalize smoothness throughout the day. It was warm and quiet in the restaurant. Sort of a numbing dullness that contrasted to her memories of the night before, when the place had been full of the usual upper class ensemble. Bill had been there. A guy that could bring any room alive; a guy that she loved, maybe.

"Debbie!"

That has to be Gigi, Debbie thought, as the last crumbs fell within to the great swallowing cloth.

"Debbie," snapped Gigi, "what's with you, anyway?"

"Nothing," Debbie replied, eyes turned towards the shadows.

"It's Bill, isn't it?" Gigi poked. "Debbie, you two are no match; he doesn't even love you, I'm sure."

"Shut up Gigi," Debbie's eyes flashed back at her victim with intended venom sparking from the lustrous pupils, "mind your own business! How could you possibly know what we feel?"

"Alright, alright," Gigi held her hands up in defense. Debbie watched Gigi swish back into the kitchen. She thought, 'how could Gigi possibly think that way? Probably tried to "hook" him once.' The heavy silence beat hard upon her heart. Only yesterday had Bill been seen in company with another woman. Only yesterday had Debbie screamed and cried in the jealousy she felt. Today she was silent, submissive, torn within.

"Do I love Bill, really? He doesn't seem to care for me at all. I've known Gary for ages but I don't love him. Bill's so cute. His curly dark hair, big brown eyes, he's too much. Gary is just a nice, sweet, kind guy."

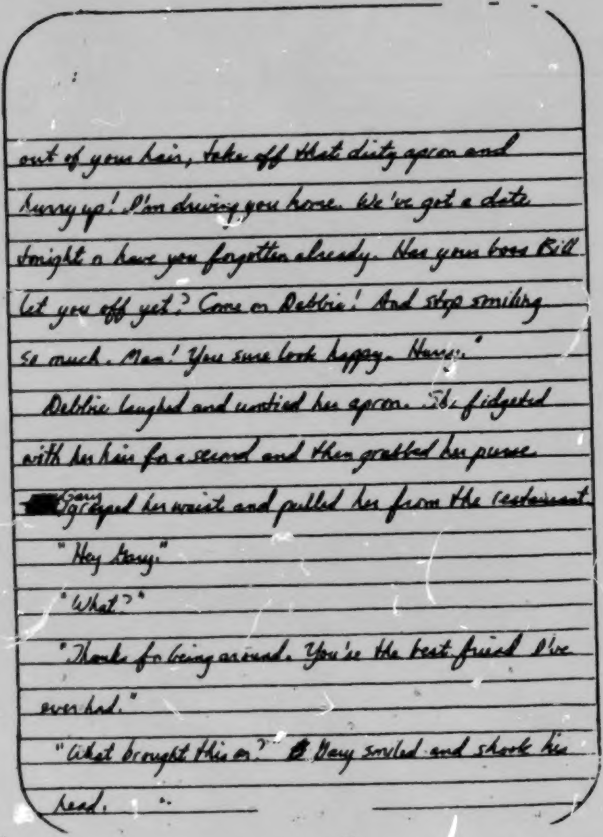
Debbie blinked back to her world of reality as she saw Bill moving amongst the shadows of the restaurant.

"Hi Bill!" she cried with her happy smile.

Bill put up his hand in greeting and then put it around the blonde and led her out. Debbie stood there gaping. The crumbs fell on her apron as she let the cloth fall. 'Yeah, the blonde,' she thought, 'Bill always did like blondes.' She fought to keep control. The shadows lengthened and the light seemed to dim into a black fog. The restaurant shut out every light and refused to let any in. She felt as though part of an enormous pit, "left alone to die," she groaned.

The door swung open and a breeze came blasting into the restaurant carrying the cold mist from the fountain outside. The sunshine seemed to linger about the door for a few minutes before pouring in and swallowing every god forsaken shadow up. Gary stepped in and laughed. "Debbie, you look like you've been in an attic. Get the cobwebs

SCALE POINT 8 (cont'd)



out of your hair, take off that dirty apron and hurry up! I'm driving you home. We've got a date tonight a have you forgotten already. Has your boss Bill let you off yet? Come on Debbie! And stop smiling so much. Man! You sure look happy. Hurry."

Debbie laughed and untied her apron. She fidgeted with her hair for a second and then grabbed her purse. [redacted] Gary grasped her waist and pulled her from the restaurant.

"Hey Gary."

"What?"

"Thanks for being around. You're the best friend I've ever had."

"What brought this on?" ~~B~~ Gary smiled and shook his head.

SUGGESTIONS FOR TEACHING:

(1) In order to develop sense of sequence/coherence, scramble the order of sentences or events of familiar fairy tales and have students rearrange them to create a variety of plot structures - for example, with the climax at the beginning of the story or at the very end. Discuss the differing results.

(2) Build class stories by having each student adding one more sentence to the preceding sentences.

(3) Read short stories which have dramatic plots or strong characterization and discuss each author's innovations in plot structure and characterization.

(4) Write short dialogues which describe a series of actions, i.e. Two girls discussing one of their dates or two boys discussing a football game. This exercise is good for tone, mood and sequence.

(5) Read/give on mimeo the opening few paragraphs of a successful author's story which establish the main character and central problem. Ask students to write the rest of the story developing the situation as they think it would be resolved. This is good for a number of specific applications: is the characterization consistent with the opening impression? Does the plot deal plausibly with the conflict? Is the vocabulary consistent with word usage in the opening? Consistent sentence structure (complexity, length, etc.)? Are images (if any) carried through?

  - Teacher may read aloud a selection of stories from the class work and ask students to discuss the relative effectiveness of various stories.
  - Discuss in comparison with author's original story.

(6) Deal with alternative topics such as a conflict with another person, family member, someone in authority, or internal conflict over a decision involving a course of action which is morally questionable but pleasurable.

(7) Students may also be involved as markers/editors for the stories of others using one of the scales presented here.

EXPOSITORY WRITING

(SCALED FOR OVERALL EFFECTIVENESS)

In using the following scales and samples of student writing please make reference to the test exercises, which are reproduced on pages N/E2 - N/E8 of this package.

Both the scales and scale discussions are extremely valuable for both teaching and evaluation purposes. They should be applicable to a wide variety of instructional situations.

Although both scales have nine scale points, there is no example in either case for scale point 9. This is due to the fact that none of the papers which were graded on three separate occasions seemed to fit the very high demands of the scale point (at least, in the judgements of all three markers).

Note: There are a number of skills within the Directed Writing Skills package that are related to the development of essays. Teachers may want to have their students work in some of the specific skill areas before proceeding to the longer essay.

This skill is referred to as SKILL 60 at the grade 8 level and as SKILL 70 at the grade 12 level in the Assessment of Written Expression reports.

DISCUSSION OF EXPOSITORY SCALE

General: Is a convincing argument or substantiated opinion clearly presented?

Specific points to consider would include:

A. Development:

1. Is there evidence of organization?
2. Does the composition include an effective introduction and conclusion?
3. Is there evidence of thoughtfulness and originality in development of the topic?
4. Are generalizations with appropriate supporting detail introduced to address the topic?
5. Is there some evidence of commitment to the topic?
6. Does the writer arrive at logical conclusions?
7. Is there evidence of critical thought?
8. Are transitional devices employed?
9. Is there evidence of coherence and unity?

B. Use of language:

1. Does word choice indicate clarity of thought?
2. Is an appropriate level of vocabulary attempted?
3. Is 'ready-made' language avoided?

C. Style:

1. Is there an attempt to use a variety of sentence structures?
2. Is there appropriate use of subordination and co-ordination?
3. Is the 'conversational' style avoided?
4. Is inappropriate use of the second person ('you') avoided?

D. Other elements to consider:

1. Mechanical competence.

NOTE: Not all of these points are required but several would occur in an outstanding composition at this level.

SCALE FOR EXPOSITORY WRITING

Scale Point 1: Either no serious attempt to address the topic OR incomprehensible.

Scale Point 2: Attempts to address the topic but content 'thin' - few ideas presented - AND mechanical problems are excessive. Serious problems with coherence and unity. Comprehension difficult.

Scale Point 3: Either attempts to make a statement, but style ineffective and mechanical problems excessive.
OR
Virtually no content, but style and mechanics are reasonable.

Scale Point 4: Serious attempt to address the topic, but no evidence of originality or maturity. Often serious problems in organization and development. Lack fluency. Frequently wordy.

Scale Point 5: Content fairly thin although there is some minimal evidence of originality. Generalizations are somewhat pedestrian, but are presented with some support. Awareness of style and fluency apparent. Acceptable command of language for grade level. Some problems with unity and coherence. May rely on 'conversational' style inappropriately. Arguments tend to be somewhat flawed - unconvincing or illogical.

Scale Point 6: Either shows maturity of thought or originality, but contains excessive problems relating to coherence, unity and mechanics.
OR
Little evidence of maturity or originality, but organization, vocabulary and mechanics satisfactory.

Scale Point 7: Some maturity of thought but not a great deal of orginality. Good use of detail and specificity with vocabulary above average. Written with clarity and evidence of paragraphing and organization. Writing style and use of mechanics acceptable.

Scale Point 8: Originality and maturity of thought evident. Opinions are substantiaged. Fluent. Style and usage satisfactory with infrequent errors. May contain minor lapses in organization and development.

Scale Point 9: 'Shows a great deal of promise as a writer'. Thesis or central idea is effectively presented, developed and concluded. Good paragraph structure and organization. Originality and critical thought apparent. Evidence of a 'sense of style' in sentence structuring. No serious mechanical flaws and minimal stylistic flaws.

PROVINCIAL RESULTS (Grade 8)

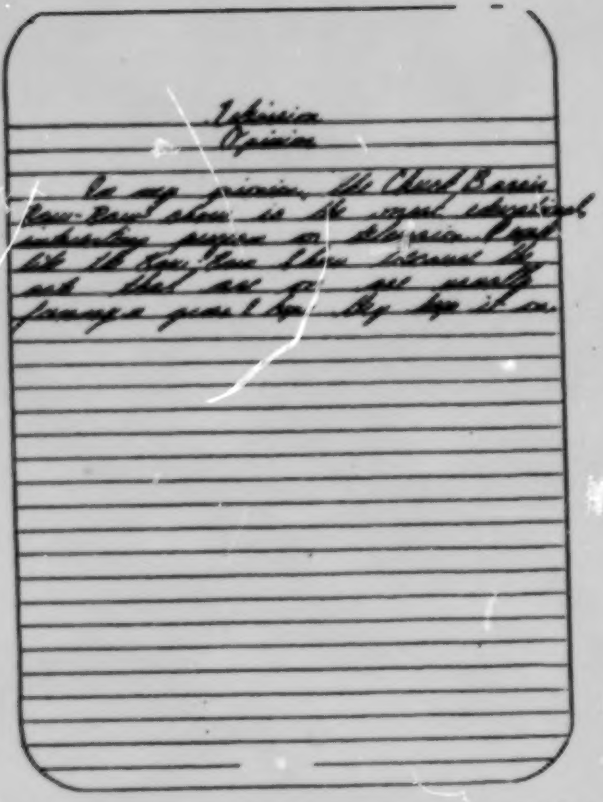
Scale Points	1	2	3	4	5	6	7	8	9
Percent of Students	9	15	20	16	14	13	9	3	0

*Interpretation Panel cut-off point.

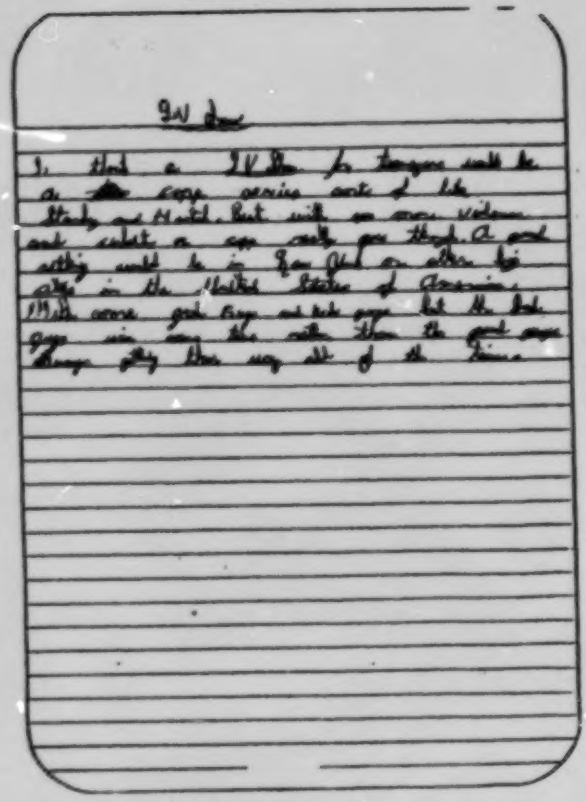
EXPOSITORY WRITING (OVERALL EFFECTIVENESS)

EXERCISE 2: TELEVISION

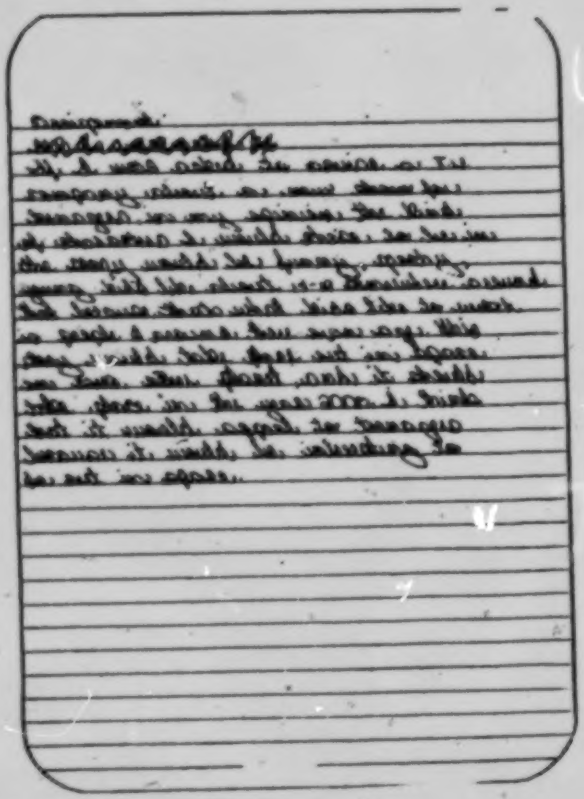
SCALE POINT 1



SCALE POINT 2



SCALE POINT 3



SCALE POINT 4

Yes, teenagers make up one of the largest groups who watch television. Some people think teenagers, especially those between 12 to 14 year of age will watch anything, well I myself and my friend wouldn't just sit and watch anything. Most of them like [illegible] like chips on scary movies or something. And some of them think if I watch something like "Little House on the Prairie", I'm weird. Then they bug you about it. Most teenage guys like, detective on police shows.

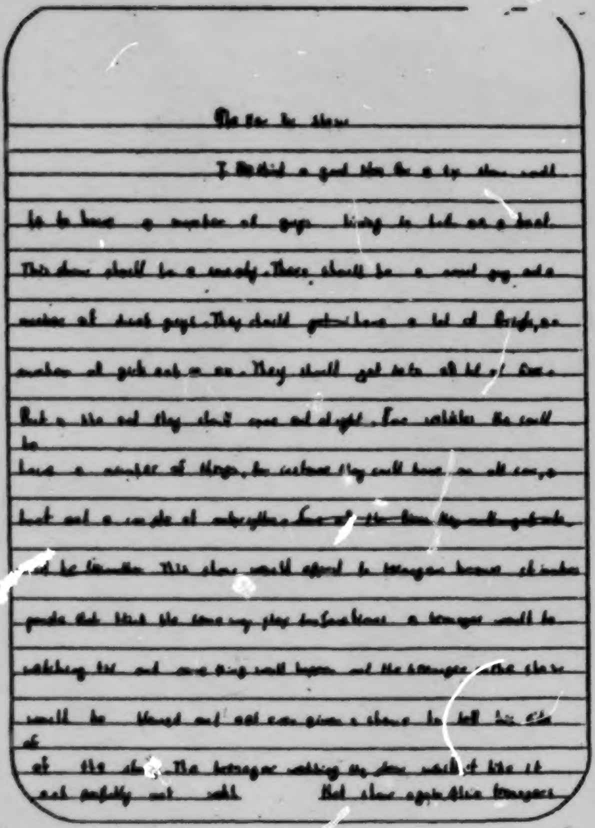
->

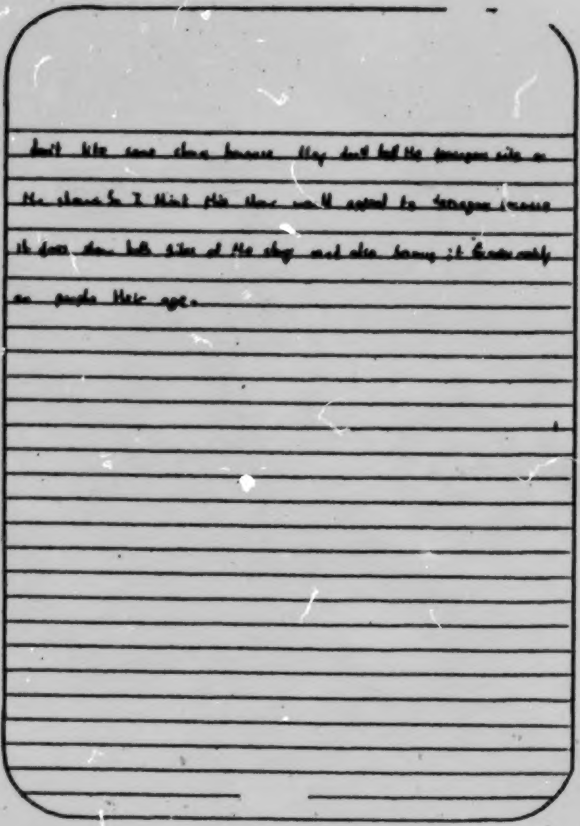
Assignment.

One day I was walking down the street "going home" when I seen this big van pull up beside me, I got scared at first. A tall man with a great big hat got out of the van and started walking toward me, he came up to me and said, "Hi, are you Kelly Garvin? I, ~~just~~ I, yes I am, "Why" The man sat down and told me the exciting news. At first I didnt believe him. He ~~wanted~~ asked me to advise a T.V company about a new show for teenagers to watch. I said I would. So the next day I went down to the company and told him what kind of teenagers would fit in the show.

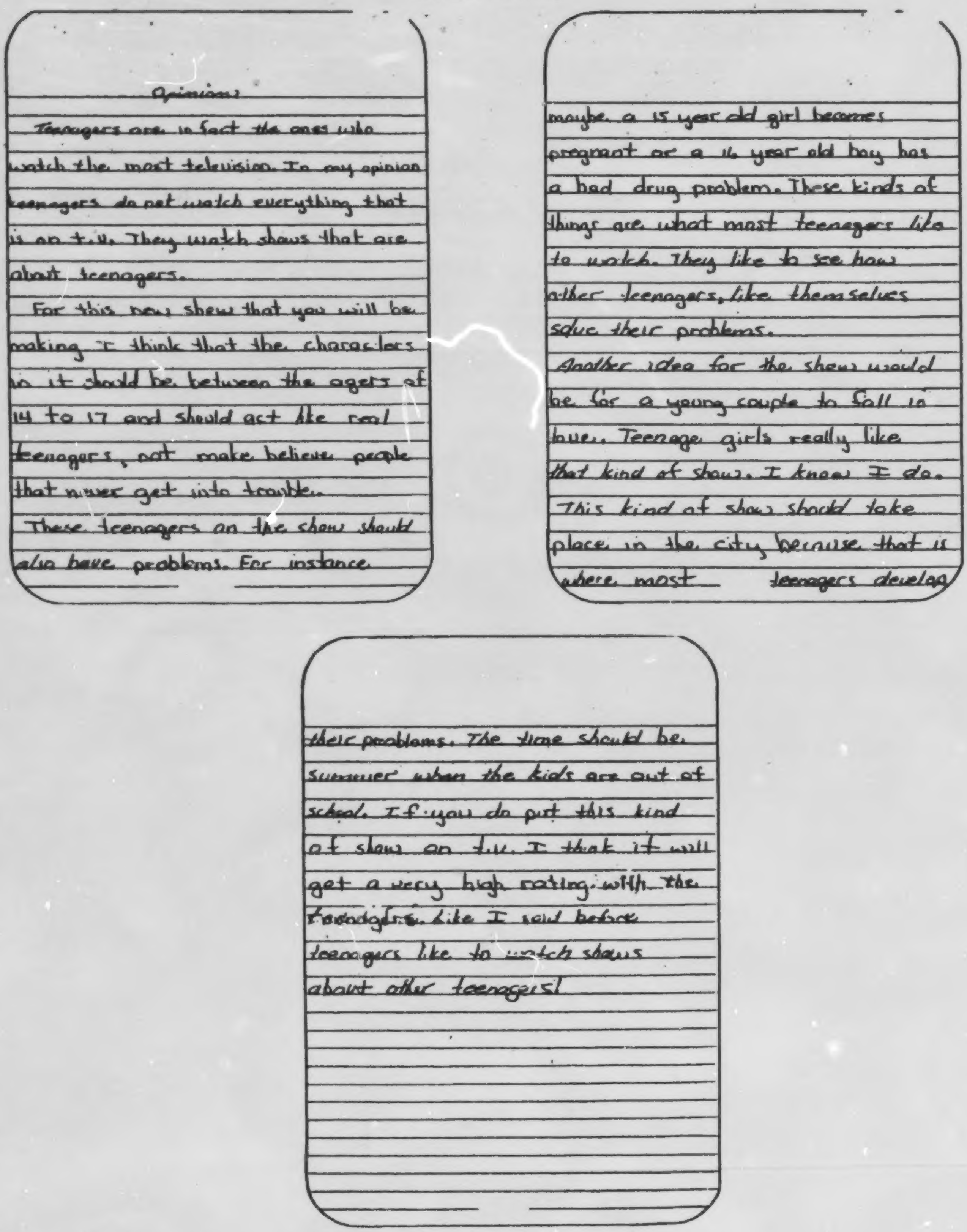
I gave him my opinion on watch kind of teenages he should use on the show. I told him," about one rowdy person, one really quite person, one really strong person, two shy people, three really dum people, and two really smart people. The show was going to be about all different kinds of teenagers, and how they act at home, at school, with other teenagers. So then the teenagers that are watching it will see how they act. I think most of the teenagers would like it but you cant tell. Because there are lots and lots of different kinds of teenages. I think the show could take place at school in a class room. But I hope most teenagers would like it.

SCALE POINT 5





SCALE POINT 6



Opinions

Teenagers are in fact the ones who watch the most television. In my opinion teenagers do not watch everything that is on t.v. They watch shows that are about teenagers.

For this new show that you will be making I think that the characters in it should be between the agers of 14 to 17 and should act like real teenagers, not make believe people that never get into trouble.

These teenagers on the show should also have problems. For instance maybe a 15 year old girl becomes pregnant or a 16 year old boy has a bad drug problem. These kinds of things are what most teenagers like to watch. They like to see how other teenagers, like themselves solve their problems.

Another idea for the show would be for a young couple to fall in love. Teenage girls really like that kind of show. I know I do. This kind of show should take place in the city because that is where most teenagers develop their problems. The time should be summer when the kids are out of school. If you do put this kind of show on t.v. I that it will get a very high rating with the teenagers. Like I said before teenagers like to watch shows about other teenagers!

SCALE POINT 7

The type of show teenagers would like to see is something that is comical, sad, and suspenful all in one They would like to see something that isn't phony and something that may relate to their own lives The kinds of main characters that I suggest would depend on the show If it was a family show the main character would probably be the mother or father and they would have to have a great deal of control. If it was a comedy show the main character would probably be the person that the comedy was evolved around The main character must show that they really feel what they say as if they are really saying it. They must keep the watcher in suspense and without real acting an actor wouldn't be able to do that. The types of things that should happen to the main characters must be realistic, something that might of happened during their own lives Many things on tv are phony such as the main character would never die if he got stabbed through the heart. Somehow doctors would save him/her and they would live happily ever after. Teenagers know this, and they can tell what is going to happen before it happens That is what ruins tv but I think more and more tv directors are realizing this especially when they came up with the show Soap This is a perfect example of an excellent tv show It is comical (very) It is sad, and it is very suspenciful. The best thing is that it isn't phony and one of the main characters did die It also, just doesn't evolve around one character the whole time, and it probably does relate to someones life.

I think that a good tv show should take place in a busy, crowded city

SCALE POINT 7 (cont'd)

but really it depends on the show. The reason why a crowded, busy city would be good is because so many things go on and it would be easy to relate to other peoples lives. It would also be good to have the main characters live in a place like Sanfrancisco or California because those are interesting places and it may make the show more interesting. So I think a show that relates to the characters life would

appeal to teenagers because if someone else was in their position they may know what to do. And a show that is realistic in everyway is also very educational.

SCALE POINT 8

The majority of teenagers (in my opinion) don't necessarily watch anything just because it happens to be on television. This depends on the type of person you are. Most people don't jwatch just as watch just anything and this is verifie verified by the popularity of movies and T.V. ratings. For example: "Star Wars" was very successful and popular in both the United States and Canada whereas there have been many movies made that nobody has heard about. Television shows are made popular by the majority of people watching them. I think a person's personality has a lot to do with the shows and movies they watch. An example of this would be: if a person is crazy about animals and absolutely detests science fiction, they would tend to watch a show like "Wild Kingdom" rather than a show like "Star Trek". I also believe people go for something different that no one has tried before on television. Also, to me, it seems, for some reason most American television networks are more popular than Candian television networks. This might be because they have better equipment and more things to work with.

The kind of show I would like to see on television would be about a person, boy or girl, and everyday problems of growing up this would probably be a good show because some people could connect a problem on the show with one of their own. This might sound a boring but the story could be added to, to make it more interesting. Another show that might be successful is a story about a famous person's life similar to the show of Houdini.

But the kinds of show that is popular and people want to see more of are the kind that deal with the supernatural. This show could have a deceased person trying to get a message through to someone on the other side. Having the story set in the right atmosphere would be important. Maybe an old house shrouded with trees and the main mystery in the story would be a strange statue permanently fixed to the floor that seems to move and distort it shape at night.

DISCUSSION OF EXPOSITORY SCALE

General: Is there a thesis or central idea substantial enough to carry the essay, with points introduced developed so that there is a sense of completion or resolution? Is there clear evidence of a convincing argument or substantiated opinion?

Specific points to consider:

A. Development:

1. Is there an appropriate pattern of organization such as definition and example, general to specific, specific to general?
2. Is there evidence of depth in development of topic?
3. Are topic sentences employed in effective locations?
4. Is there effective use of transitional devices?
5. Is there evidence of effective use of examples in support of opinions or generalizations?
6. Is there clarity in differentiation between examples and non-examples?
7. Are contrasts effectively employed as defitional devices?

B. Use of Language:

1. Does word choice indicate clarity of thought and definition?
2. Is there evidence of a sophisticated vocabulary?

C. Style:

1. Is there evidence of sophistication in style?
2. Has redundancy been avoided both in terms of sheer repetition and in terms of repetition of similar sentence types?
3. Have co-ordination and subordination been effectively employed?
4. Is inappropriate use of the second person pronoun ('you') avoided?

D. Other elements to consider:

1. Mechanical competence.

NOTE: Not all of the above points should be required, but some of these would occur in a well-controlled exposition.

SCALE FOR EXPOSITORY WRITING

Scale Point 1: Not a serious attempt. May be so brief as to be unassessable, or not attempted. May be almost all errors.

Scale Point 2: Very little development. Lacks elemental clarity. Attempts to react to the topic, but mechanical errors are so severe and numerous that meaning is seriously obscured.

Scale Point 3: Serious confusion regarding intended meaning. Comprehension is difficult. There may be a failure to address the topic, or a serious lack of unity. Generally contain excessive run-on sentences and sentence fragments.

Scale Point 4: Some basic organization is apparent and there is at least minimal evidence of unity and coherence. However, handling of language is neither sophisticated nor competent, and mechanical errors are frequent.

Scale Point 5: Although there is a lack of development, some examples are used with some effectiveness. Some attempt at unity, but generally unsuccessful, and the composition lacks fluency. Includes several awkward sentences and frequent mechanical errors, but meaning of the passage is not seriously obscured.

Scale Point 6: Generally pedestrian in use of language and development of ideas. The tone is often 'chatty', casual and familiar with inappropriate use of 'you' frequent. Organization is loose with some breakdown in unity and coherence. Insufficient use of transitional devices. May contain a few serious mechanical problems such as faulty pronoun agreement.

Scale Point 7: Composition is fluent and there is a sense of development. However, contains some mechanical errors and occasional awkwardness in sentence structure and lacks precision in diction.

Scale Point 8: Displays unity and coherence, but several minor mechanical errors may be present. Good control of language and sense of paragraphing. Tend to be subject to a minor degree of imbalance due to over-emphasis, digressions etc.

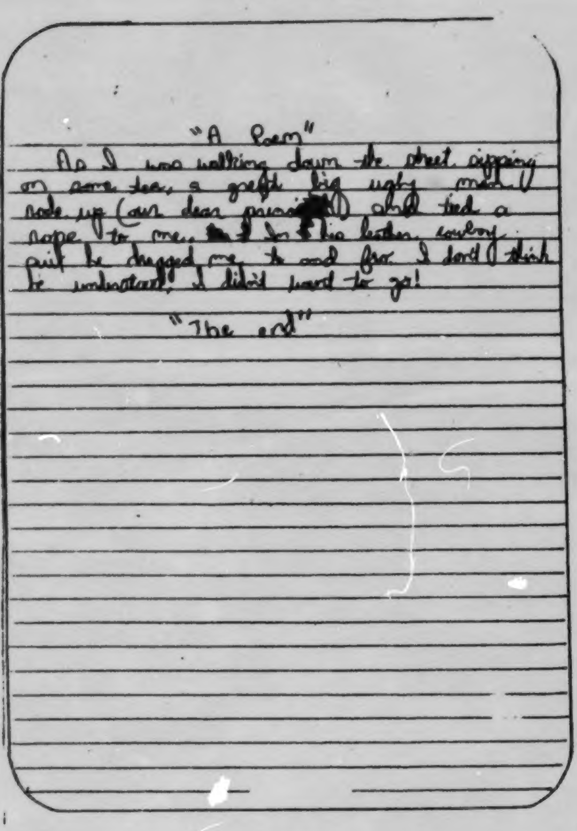
Scale Point 9: A sense of style is evident. Use of language is fluent and precise with no slang or colloquialisms present except for effect. Central idea is throughly developed. No mechanical errors with the exception of occasional minor or very subtle flaws.

PROVINCIAL RESULTS (Grade 12)

Scale Points	1	2	3	4	5	6	7	8	9
Percent of Students	5	8	14	19	16	13	13	9	2

*The Interpretation Panel could not reach consensus as to whether or not scale point 6 represents a minimally acceptable level of achievement for this grade level.

SCALE POINT 1

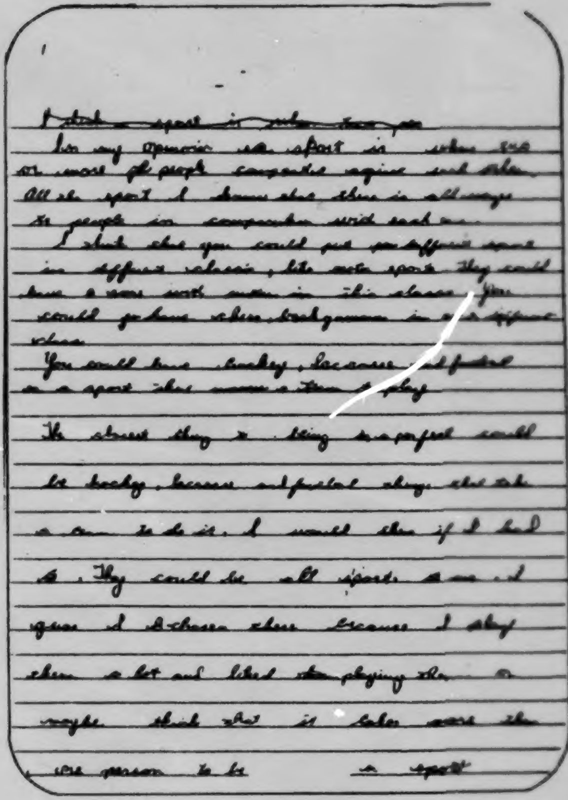


"A Poem"

As I was walking down the street sipping on some tea, a great big ugly man rode up (our dear principal) and tied a rope to me. [illegible] his leather cowboy suit he dragged me to and fro. I don't think he understood, I didn't want to go!

"The end"

SCALE POINT 2



~~[illegible]~~

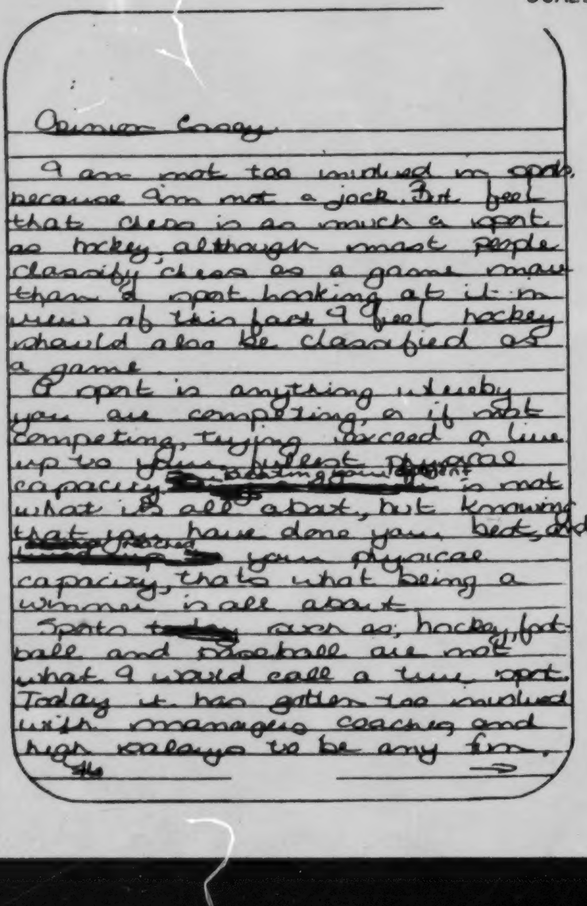
In my opinion a sport is when two or more of people competitive against each other. All the sport I know that there is allways two people in competition with each other.

I think that you could put different games in different classes, like motor sports. They could have a race with motor in this class. You could ga have other board games in a different class.

You could have hockey, lacrosse and football in a sport that means a team to play.

The closest thing to being a perfect would be hockey, lacrosse and football things that take a team to do it. I would [illegible] if I had to. They could be all sports [illegible] I guess I chosen these because I play them a lot and liked playing them [illegible] maybe think that it takes more than one person to be a sport

SCALE POINT 3

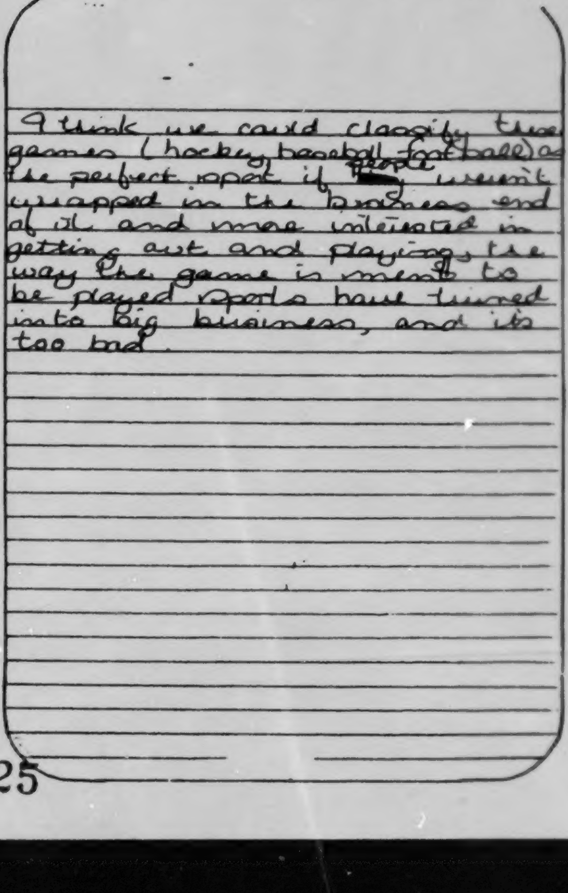


Opinion Essay

I am not too involved in sports, because I'm not a jock. But feel that chess is as much a sport as hockey, although most people classify chess as a game more than a sport. Looking at it in view of this fact I feel hockey should also be classified as a game.

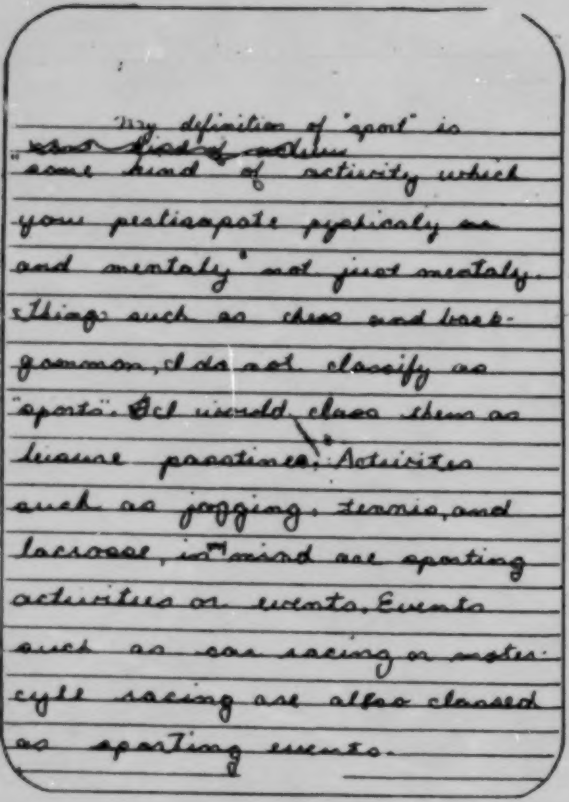
A sport is anything whereby you are competing, or if not competing, trying exceed or live up to your fullest physical capacity. beating your opponent is not what it's all about, but knowing that you have done your best, and reached your physical capacity, that's what being a winner is all about.

Sports ~~today~~ such as; hockey, football and baseball are not what I would call a true sport. Today it has gotten too involved with managers coaching and high salarys to be any fun. the →

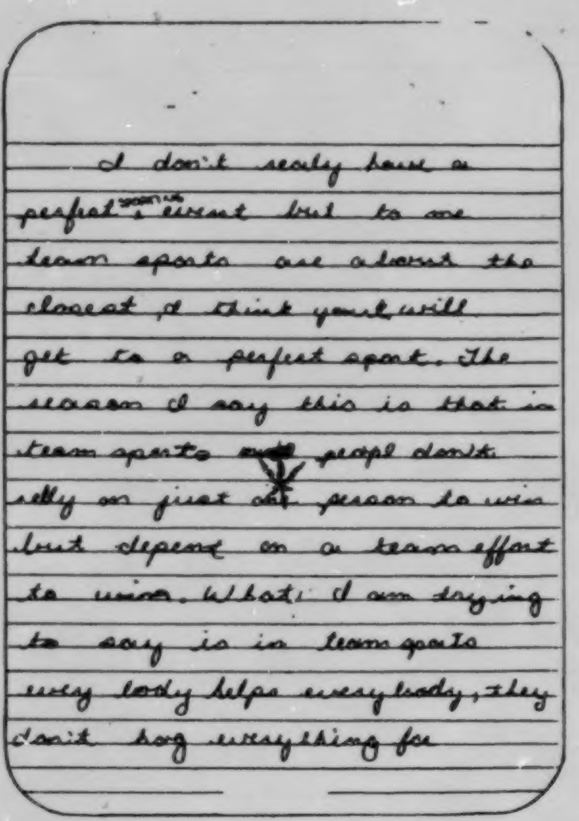


I think we could classify these games (hockey, baseball, football) as the perfect sport if people weren't wrapped in the business end of it and more interested in getting out and playing, the way the game is meant to be played. Sports have turned into big business, and its too bad.

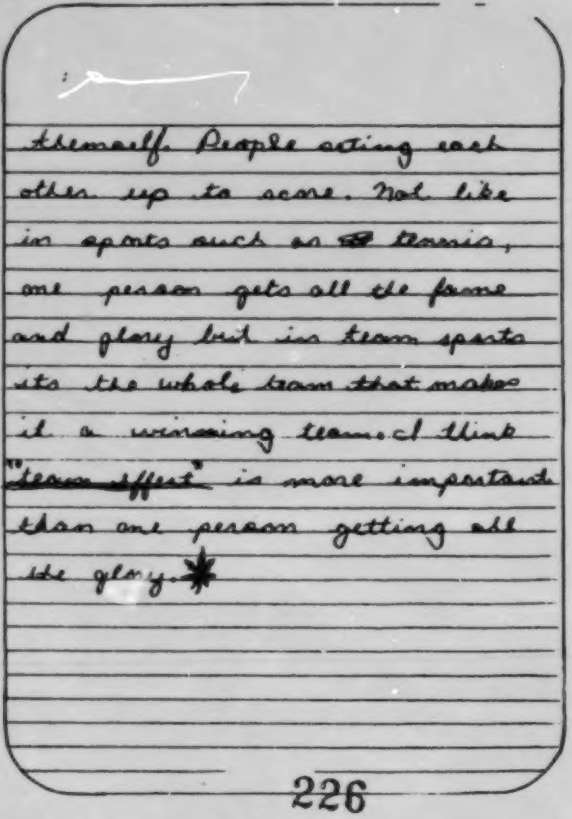
SCALE POINT 4



My definition of "sport" is ~~some kind of activity~~ "some kind of activity which you particapate pyshicaly and mentaly" not just mentaly. Things such as chess and back-gammon, I do not classify as "sports". I would class them as leisure pastimes. Activities such as jogging, tennis, and lacrosse, in mind are sporting activities or events. Events such as car racing or moter-cyle racing are also classed as sporting events.

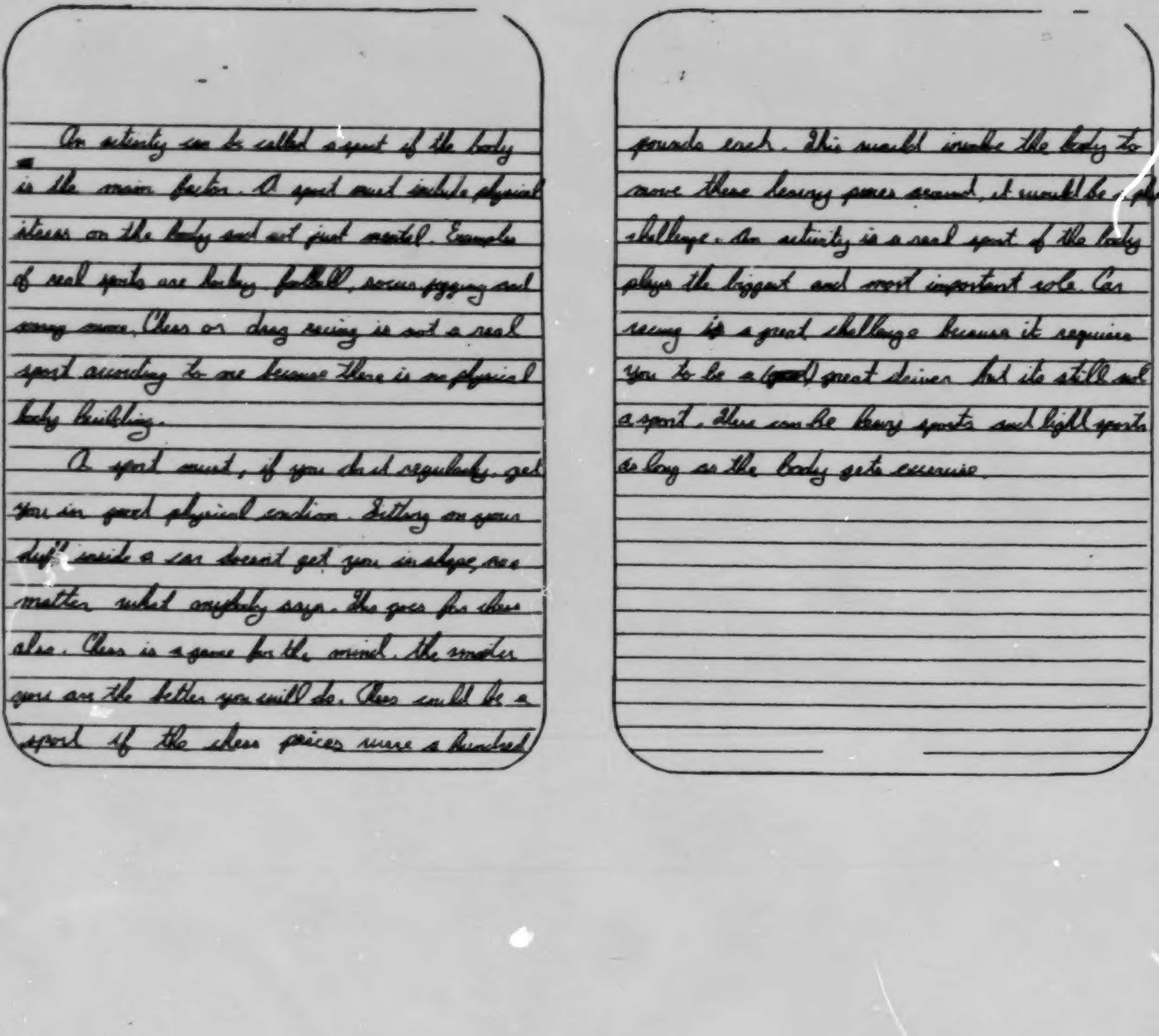


I don't realy have a perfect sports event but to me team sports are almost the closest I think you will get to a perfect sport. The reason I say this is that in team sports ~~each~~ people don't relly on just one person to win but depend on a team effort to win. What I am trying to say is in team sports every body helps every body, they don't hog everything for



themself. People setting each other up to score. Not like in sports such as ~~t~~ tennis, one person gets all the fame and glory but in team sports its the whole team that makes it a winning team. I think "team effort" is more important than one person getting all the glory.

SCALE POINT 5



An activity can be called a sport if the body is the main factor. A sport must include physical stress on the body and not just mental. Examples of real sports are hockey, football, soccer, jogging and many more. Chess or drag racing is not a real sport according to me because there is no physical body building.

A sport must, if you do it regularly, get you in good physical condition. Sitting on your duff inside a car doesn't get you in shape, no matter what anybody says. The goes for chess also. Chess is a game for the mind. The smarter you are the better you will do. Chess could be a sport if the chess pieces were a hundred pounds each. This would involve the body to move these heavy pieces around, it would be a physical challenge. An activity is a real sport if the body plays the biggest and most important role. Car racing is a great challenge because it requires you to be a ~~(good)~~ great driver but its still not a sport. There can be heavy sports and light sports as long as the body gets exercise.

SCALE POINT 6

I think the "term "sports" is much too often ~~being so~~ misinterpreted by the public as working up a sweat. "Sports" is an extremely abstract term. ~~One~~ People of one generation may apply a rigid defination to it but such a defination often becomes to unfitting in the ~~er~~ next generation. The concept of sports is no longer confined to with the physical aspect. As we all know, the mental aspect, thinking, ~~is~~ also involves a great deal in just about any ~~kin~~ types of sports. As spectators to a sporting event, ~~we~~ we can only see the physical energies that are put out by the participants. ~~and~~ Therefore, the mental involvement in sports is overviewed. This ~~is~~ ignorance of the spectators often leads to some ~~staying~~ charging that certain activities are not true sports.

Sports in the world today can be both relaxing and tense. For instance, many people play chess ~~to relax~~ for the idle and relaxing nature of the game. However, if ~~by~~ seeing a championship chess match can disprove the first theory completely. The amount of concentration involves ~~in~~ is ~~even~~ exhausting even to imagine.

The ancient Greeks were keen on sports. Looking back into the ~~of~~ sporting events of the ancient Olympiad, it is not difficult to note the dominance of the ~~of~~ physical ~~aspe~~ aspects in the games. Aside from the few great philosopher that Greece had produced, people in ancient times made ~~the~~ minimal use of their brain. In the modern society, ~~this~~ the situation is the complete opposite. Machineries ~~we~~ are invented to take the place of manual labour. ~~So~~ Instead of ~~us~~ using his muscles, man uses his head. The process of thinking and inventing new ideas ~~now~~ play a major role in society today.

~~So~~ With the society heading towards this direction, the human life, along with sports, also ~~are~~ moving ~~it~~ with the society. The human brain, being a vital part of the body, functions the same as ~~all~~ other components. The more the brain is used, the more improvement there will be.

Although ~~much~~ much emphasis is put to the brain, ~~it~~ ~~it~~ the body will also have to improve in order to achieve an ultimate ~~equil~~ equilibrium. In conclusion, ~~a~~ sports today concerns both the physique and the mind but ~~the~~ having a greater emphasis on the mental aspect. Physical activities ~~are~~ serve chiefly as enjoyment to the players and entertainment to the spectators

SCALE POINT 7

Sport is anything that pushes an individual to his or her limits These limits may be either mental or physical. Every aspect of life may be viewed as a sport if one is to use the above ~~(description)~~ definition. One can be pushed to their limits on the football field or in the board room. In both instances an individual is allowed to be taken to the perimeter of his ability and is then pushed a little further. Every living thing on this earth is involved in some athletic endevour every day. Einstein was a great athelet because he was able to push himself to do what no other individual had been able to do. It is important to recognize the ~~(fact that)~~ not only are athelets involved in sport on the ~~[illegible]~~ field ~~(booth)~~ but those whom are athelets off the field. We are all athelets and we all have a common drive — not to win but to push ourselves to the limit of our abilities.

To most people the major sport they are involved in earns them a living. Many of these people use other sports as a way to relax from the sport they are ~~[illegible]~~ accustomed to playing. People rarely relax participating in ~~a~~ the sport they have to play. They usually find some activity that is voluntary and enjoyable to them. Those that do play the same sport they play all day for a living are very fortunate. There are very few of these people that have found an enjoyable sport to live by. The rest who are not as lucky usually find some physical activity to vent their mental pressures that have accumulated from the game they play for life. The most popular of these physical sports ~~is~~ are tennis and golf. Both of these games necessitate some form of hitting which is very important in venting mental pressures.

The sport that comes closest to becoming the perfect sport is the sport in which [illegible] finds ~~one can~~ that he can push himself to his limits with no lasting ill effects. It is very important to be pushed but this must broaden an individuals ~~view~~ view of life and living not shorten its. The perfect sport is only a vehicle to carry us to the realization of who ~~([illegible])~~ we are and what our centre of purpose is. Without sport we will never reach these destinies.

SCALE POINT 8

Sport is a difficult thing to define. Because of an over abundance of so-called "sports", the word has taken on an fuzzier meaning than ever before.

~~Basically~~ a sport is something which involves both competition and demands of either physical or mental endurance. Thus, jogging cannot be classified as a sport; however, a passive game such as chess can. This seems an anomaly until one realizes the different demands of the two pastimes.

The greatest problem in classifying an activity as a sport is the different aspects of each activity. Some activities such as figure skating and gymnastics are included in the Olympic Games program but are not quantitative, that is they do not have an apparent means of deciding a winner. They are, instead, subject to qualitative judging which often abused by countries wishing to claim victory for political reasons. However, these activities [illegible] above are not subject to human judgment. Sports such as basketball, ice hockey and soccer have been marred in the past by injudicious refereeing. The prime or certainly most evident example of this came in the basketball final between the U.S.A and the Soviet Union during the 1972 Olympic Games when inconsistent officiating seemed to decide the outcome of the game. Fortunately, incidents such as this one are few and far between.

It seems the only pure sports are those decided merely by a tape measure, stop watch or simple counting device. These sports, for the most part, are decided solely by the competitors and not by the judgment of a non-participant. However, in recent years these sports have been marred at the international level by revelations that athletes have used stimulants or illegal equipment to gain an advantage. ~~Again~~ In order to correct or at least to abate this problem, winning athletes have been forced to submit to drug tests.

This brings us to the question of "passive" activities, those activities which are non-body contact and have little or no head-to-head competition. Chess is the best example of such an ~~sport~~ activity. While it contains a great deal of competition, this competition is exclusively mental.

Finally, there are activities such as automobile racing which involve the manipulation of a vehicle. Of these activities only bicycle racing can be considered a sport. Automobile, motorcycle, and horse racing are not sports, even though they do involve a certain amount of skill.

~~So as~~ In order to be considered a sport an activity must meet the following criteria: it must be performed at a competitive level, it must not involve an external force which is self-powered. These criteria may seem very broad but they do sum up what in reality what we ~~can~~ can or cannot consider to be a sport.

SUGGESTIONS FOR TEACHING:

(1) Give other topics which are suitable for development by giving definitions:

- a) very concrete objects or events: war, a rocket, a well-balanced meal, a good school.
- b) abstract terms for more mature or sophisticated writers: friendship, love, imagination, wit.

(2) Newspaper assignemt: have students select an item of some current interest either to the specific community, (the school, the town) or to the country's social, moral or political concerns. They may then write a "letter to the editor" or an editorial which represents their opinion and reaction to the item.

(3) Prepare a defence of a particular law or statement explaining why a law should be changed or abolished. This assignment may depend on age/grade level/sophistication. The "law" may be anything from family rules governing the child's behaviour, to a school rule, to a law applying to society in general.

(4) Have students write personal opinions on babysitting, drinking, smoking, drugs, late dates, police, anything that will elicit a judgement eigher pro or con. They must follow up with defending reasons.

(5) Use newspaper editorials as examples of "opinions" and contrasting view points. Have students present "opinion" papers on typical subjects to the class:

- a) start by explaining situations/problems.
- b) solutions to problems.
- c) defense/reasons.
- c) results.

NARRATIVE AND EXPOSITORY WRITING

(SUBSCALE FOR ORGANIZATION)

When assessing student writing competencies, you will find that organization can be isolated and evaluated separately from the other components of composition. However, the organization of a short composition is difficult to scale unless its thesis is clearly defined, developed and resolved.

Look at the examples of student responses to familiarize yourself not only with the scale points but with the various levels of demonstrated ability. In applying this (or any other) scale, continually remind yourself that the scale refers only to the specific component being evaluated and not to the composition as a whole.

In using the following scales and samples of student writing please make reference to the test exercises, which are reproduced on pages N/E2 - N/E8 of this package.

This skill is referred to as SKILL 61 at the grade 8 level and as SKILL 71 at the grade 12 level in the Assessment of Written Expression reports.

Basis of the scale: Presentation of an idea (thesis, topic or problem) which is systematically developed and resolved or concluded.

Scale Point 1: No organization evident. Reference to thesis or topic typically vague or omitted. Lack of sequence. Relationship of elements obscure - conclusion may have no relation to topic or development. Little or no attempt at transition ("and ... and ... and then ..." typical). Inappropriate or no paragraphing.

Scale Point 2: Some organization apparent, although lapses in unity and coherence occur. Conclusion may fail to relate in introduction and development. Topic may not be clear. Often evidence of problems in paragraphing.

Scale Point 3: Thesis, development and conclusion evident but relationship may be awkwardly handled. Lapses in unity. Paragraphing often inappropriate or lacking.

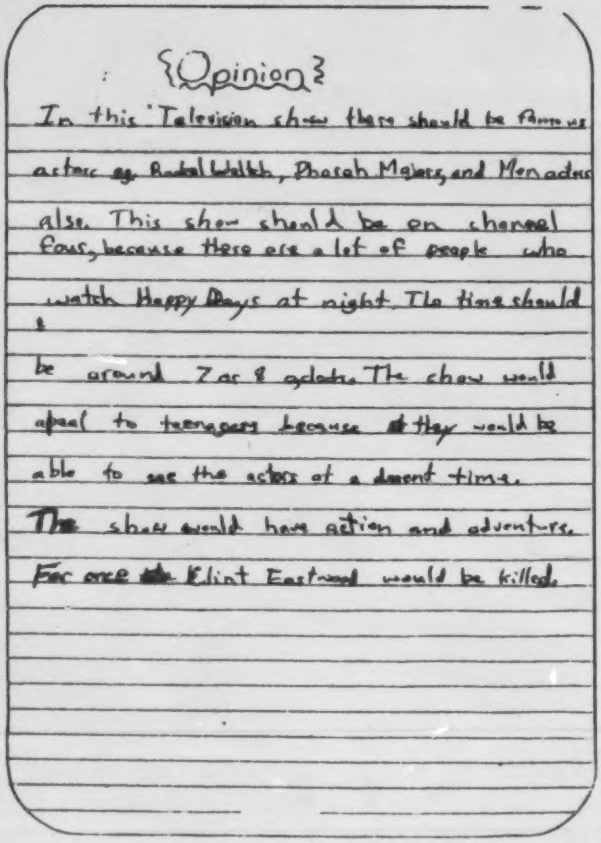
Scale Point 4: Thesis, development and conclusion evident and systematically related. Paragraphing appropriate. Each paragraph displays unity and coherence.

PROVINCIAL RESULTS (Grade 8)

Scale Points	1	2	3	4
Percent of Students	29	34	29	8

*Interpretation Panel cut-off point (between scale points 2 and 3).

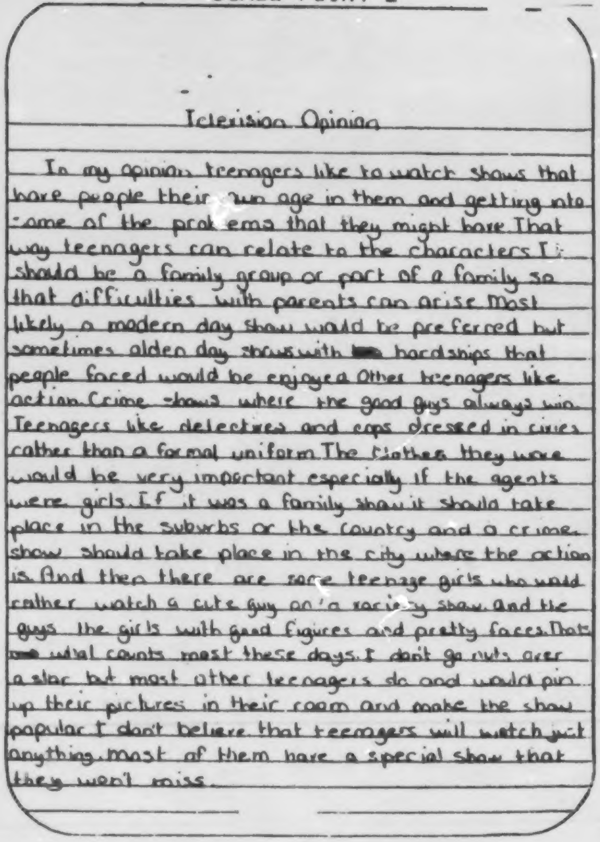
SCALE POINT 1



{Opinion}

In this Television show there should be famous actors ~~eg.~~ Radal Waltch, Phasah Majors, and Men actors alse. This show should be on channel four, because there are a lot of people who watch Happy Days at night. The time should be around 7 or 8 oclock. The show would apeal to teenagers because ~~at~~ they would be able to see the actors at a decent time. The show would have action and adventures. For once ~~the~~ Klint Eastwood would be killed.

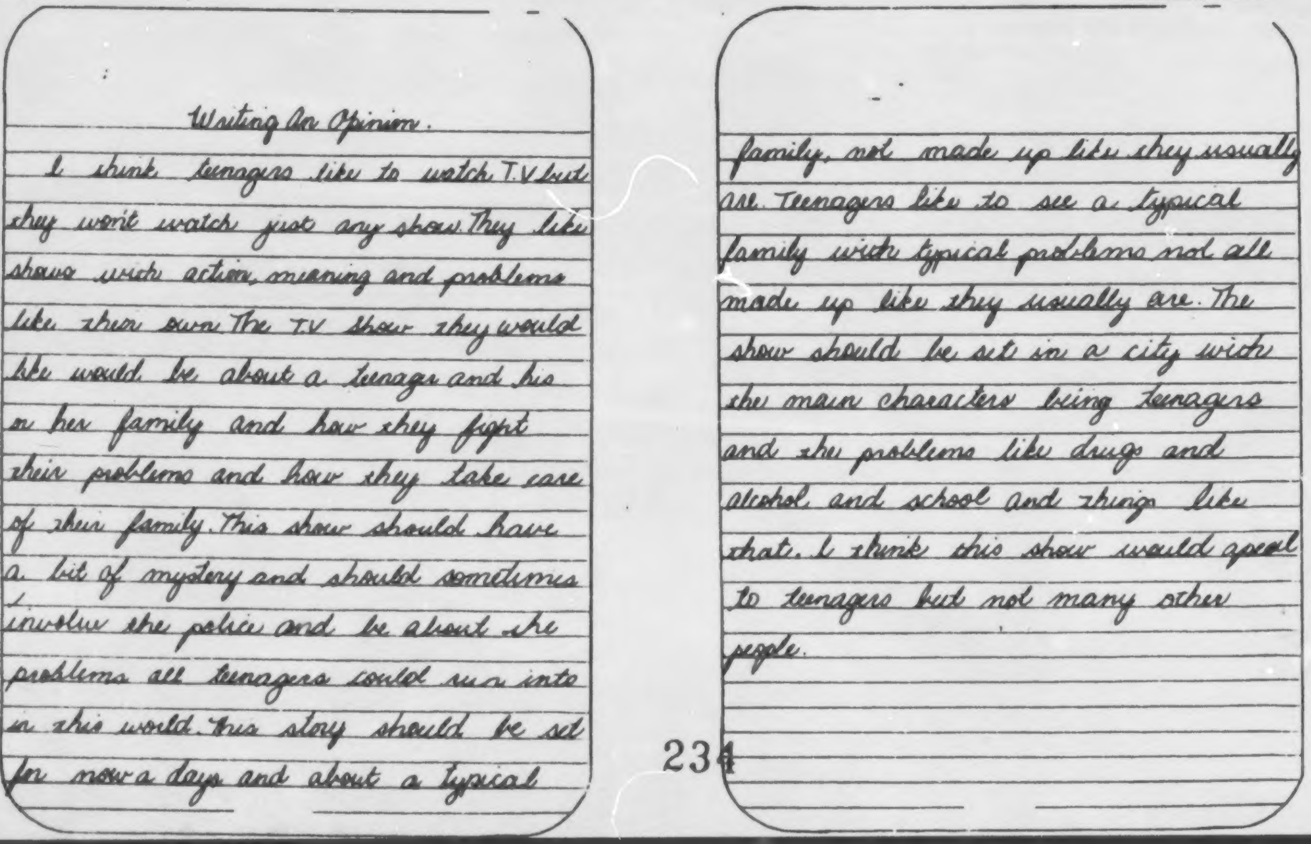
SCALE POINT 2



Television Opinion

In my opinion teenagers like to watch shows that have people their own age in them and getting into some of the prob ems that they might have That way teenagers can relate to the characters It should be a family group or part of a family so that difficulties with parents can arise Most likely a modern day show would be preferred but sometimes olden day shows with hardships that people faced would be enjoyed Other teenagers like action Crime shows where the good guys always win Teenagers like detectives and cops dressed in civies rather than a formal uniform The clothes they wore would be very important especially if the agents were girls. If it was a family show it should take place in the suburbs or the country and a crime show should take place in the city where the action is. And then there are some teenage girls who would rather watch a cute guy on a variety show. And the guys the girls with good figures and pretty faces. That what counts most these days. I don't go nuts over a star but most other teenagers do and would pin up their pictures in their room and make the show popular I don't believe that teenagers will watch just anything. most of them have a special show that they won't miss.

SCALE POINT 3



Writing An Opinion.

I think teenagers like to watch T.V but they won't watch just any show. They like shows with action, meaning and problems like their own The T.V Show they would like would be about a teenage and his or her family and how they fight their problems and how they take care of their family. This show should have a bit of mystery and should sometimes involve the police and be about the problems all teenagers could run into in this world. This story should be set for now a days and about a typical family. not made up like they usually are. Teenagers like to see a typical family with typical problems not all made up like they usually are. The show should be set in a city with the main characters being teenagers and the problems like drugs and alcohol and school and things like that. I think this show would apeal to teenagers but not many other people.

SCALE POINT 4

Some children get very bad when they have to eat comething they don't like My story is about alittle girl who had this same problem

One day this lady named Mrs. Hale was babysitting this girl name Daniel. She was a very picky little girl who always got her own way. Daniel's mother ~~X~~ was going to be out of town for a few days so Daniel had to eat there tooand sleep.

It was supper time now, but Daniel insisted she doesn't want anything Mrs Hale always got, very upset when girls don't eat their supper. So Mrs Hale put her on the chair and told her to try it.

Daniel said, "No, my mom never makes me eat we what I don't have to."

Mrs Hale repeated, "Well, I'm not your mom. So you will eat what a put on your plate"

Daniel sat there very mad. She didn't say a word. Mrs Hale had this happen to her children very much but she just let Daniel sit there.

Mrs Hale just asked Daniel to try some and maybe she'll like it. But Daniel just sat there.

"You ~~we~~ don't have to eat it if you try it and don't like it," she said.

So Daniel tryed the food and like it very much.

Solution: If a little girl doesn't like things make her try it first and maybe she'll like it.

NARRATIVE AND EXPOSITORY WRITING: SUBSCALE FOR ORGANIZATION

EXERCISE 3

Organization: Is an ordering strategy carried out? Is there effective distribution of material over introduction, development and conclusions? Is there a commitment to the topic, with development occurring within the boundaries of that topic and with a sense of balance or proportion. (For example, in the narrative, is there undue conflict at the cost of the poor development of change, or in the exposition, is the subject matter defined as having three facets, but only one of these discussed at length?).

Cohesion: Implies effective use of paragraphing of repetition of words or ideas to adjust reader to the topic, of transition aids and unifiers, of repeating phrases of effect, and of use of adverbial conjunctions between sentences and paragraphs.

Scale Point 1: No apparent structure. Topic of thesis difficult to discern. Relationship of material to topic and/or conclusion obscure. Often lacks conclusion. Few successful attempts at use of transition devices. Lack of sequence. Either no paragraphing or inappropriate paragraphing. Difficult for the reader to follow. Little apparent commitment to topic. "Empties his head".

Scale Point 2: Ideas organized to some extent, but frequent lapses occur. Topic may not be clear. Relevance of material may be obscure. Conclusion may fail to relate to introduction and development. Lapses in unity and transition make the passage difficult for the reader to follow. Problems in paragraphing.

Scale Point 3: Some organization apparent, although there may be inconsistencies. Lapses in unity and transition, but does not require great deliberation to follow. Presence of introduction, development and conclusion, but may be awkwardly handled. Conclusions may fail to synthesize communication.

Scale Point 4: Organizational strategy apparent and generally consistent. May be some lapses in unity or failure in smooth transition between sentences and paragraphs, or may be somewhat lacking in balance or proportion. May not have material effectively distributed among introduction, development and conclusion.

Scale Point 5: Organizational strategy apparent and consistent, successful attempt to use structure for effect. No lapses in unity or coherence. "Flows smoothly" leading the reader easily from introduction of the topic, through development to conclusion.

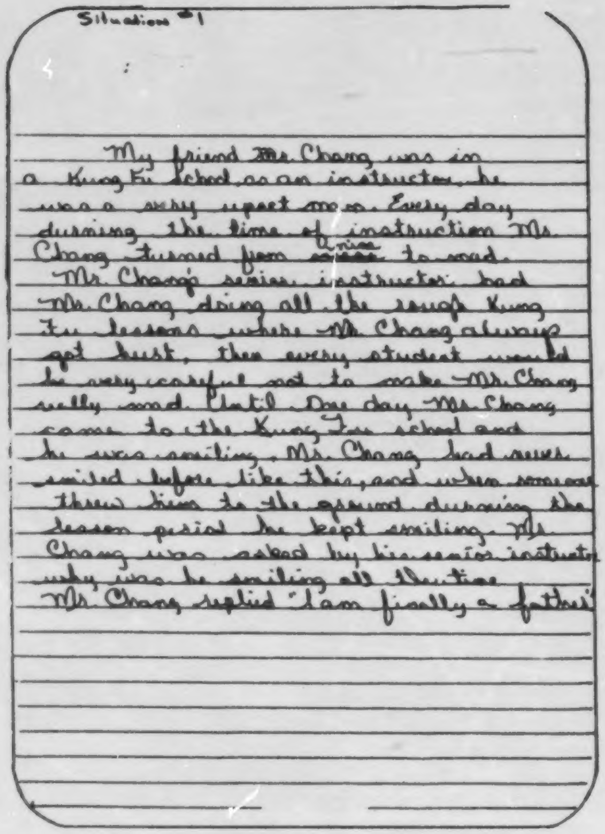
PROVINCIAL RESULTS (Grade 12)

Scale Points	1	2	3	4	5
Percent of Students	8	28	36	22	4

*

*Interpretation Panel cut-off point.

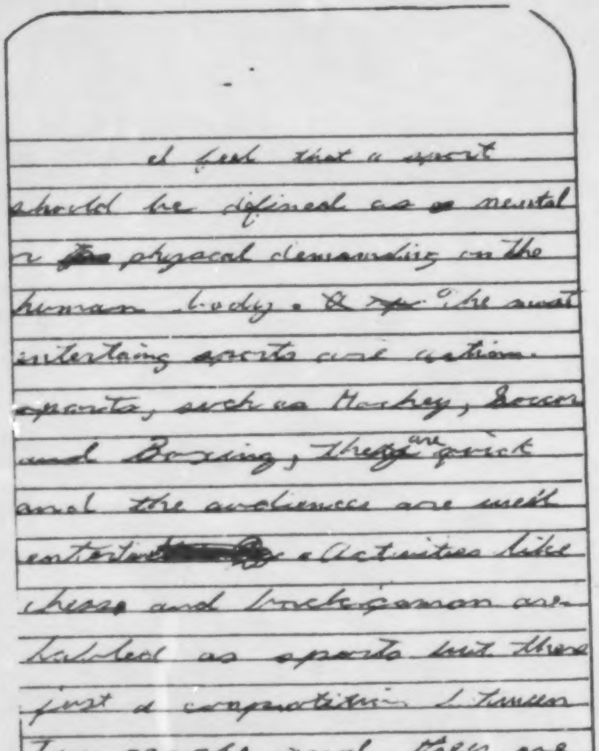
SCALE POINT 1



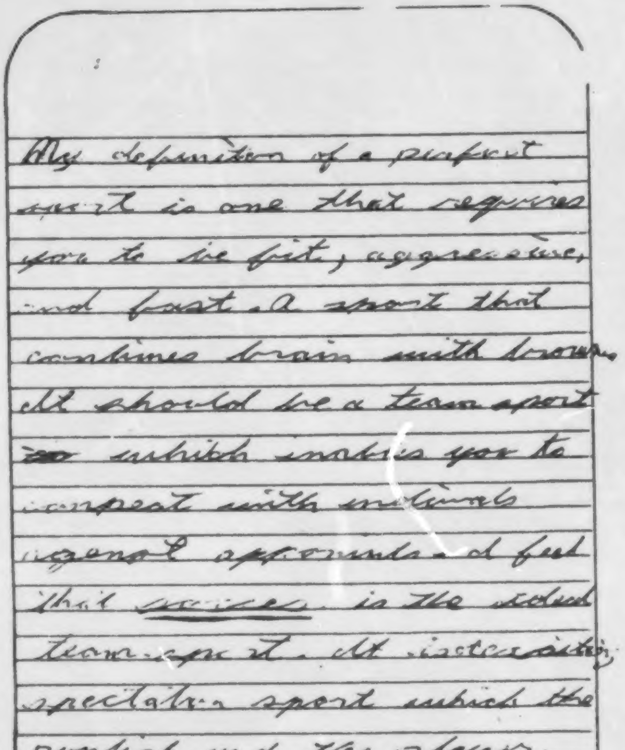
Situation #1

My friend ~~Ms.~~ Mr. Chang was in a Kung Fu School as an instructor. he was a very upset man. Every day durning the time of instruction Mr. Chang turned from ~~[illegible]~~ wise to mad. Mr. Chang's senior instructor had Mr. Chang doing all the rough Kung Fu lessons where Mr Chang always got hurt. then every student would be very careful not to make Mr. Chang really mad. Until One day Mr. Chang came to the Kung Fu school and he was smiling. Mr. Chang had never smiled before like this, and when someone threw him to the ground durning the lesson period he kept smiling. Mr. Chang was asked by his senior instructor why was he smiling all the time Mr. Chang replied "I am finally a father"

SCALE POINT 2



I feel that a sport should be defined as ~~a~~ mental & a ~~[illegible]~~ physical demanding on the human body. ~~& sp~~ The most intertaing sports are action sports, such as Hockey, Soccer and Boxing, ~~they~~ they are quick and the audiences are well entertain~~[illegible]~~. Activities like chess and backgamon are labled as sports but there just a compotition between two people and they are very boring to watch.



My definition of a perfect sport is one that requires you to be fit, aggressive, and fast. A sport that combines brain with brawn. It should be a team sport ~~so~~ which enables you to compeat with indivals against opponents. I feel that soccer is the ideal team sport. It interesting spectator sport which the peoples and the player can relate to each other.

SCALE POINT 3

Sports

Sports is defined as being anything that has to do with competition, physical or mentaly. Sports can be done by one person or a group of people. Sports can then be broken up into categories of status like amateur or pro.

The committee for choosing sports in the Olympic games and other games must be very careful in what sports they choose. these committee's must not choose any sports that are too biased for one nation, also that these sports do not get extremely violent. the sporting events that get to violent could harm the relationship between countries.

The perfect sports for these games are events that take more physical skill then mental skill. Events like hockey, swimming, soccer, basketball and some others take more physical endurance and training than sports like chess and backgammon. team sports are also the better sports for these games because there is not just a single person trying for the award. the sports that are not very violent are good choices because violent sports can start bad feelings between nations.

Sporting events of the future games should carry greater restrictions on age participation. An age restriction would stop countries who have no pro status from having there older more talented people from participating. Sports of the future are going to mean alot to countries so careful selection of events is going to be needed.

SCALE POINT 4

Sport

Sport is an activity which requires effort and is played for the fun of the game. Many games are played for large sums of money. According to me that is not a sport it is a job.

In Canada we have many games classified under sports ~~but~~ One of these is Hockey. Audiences enjoy watching it. This sport a job because the players make many millions with this game. They don't play for the sport, they play for their job. Yet in this game there is effort but its not played for fun. Look at all the fights that they have in the games. The players try their best to score goals because this way when they do, they make more money. Even if they have to knock a guy down in their efforts to get the puck into the goal, they don't care. There is no sportsmanship in this game!

Hockey is only one example of the many games which are played in this manner and for the same goal- money. Think of baseball, tennis, swimming, football, ~~and~~ skiing and more. all of these are ~~play~~ shown on Television. Ok, of course, some of them are not as rough as hockey but if you think about it you will agree that all of these games, when they are shown, have something to do with money. They are all playing for their job. The more they win the games the richer they become.

A real sporty game is one that is played for enjoyment. Many people when they have a day off in the winter will go skiing. They do this because ~~in this~~ way by skiing they feel they will enjoy their day off the most. It is good exercise and fun. Of course ~~on~~ the following day they will be stiff but they think that it is worth it.

There is no game which comes close to becoming the perfect sport because ~~we see~~ every game we have is used by the Television producers as a money making game. a game becomes a sport when the individual uses it for enjoyment.

The only way in which more of the games Americans play can become a sport is if they take out the money ~~part~~ aspect of the games. If the games shown on television could be only those that were voluntary players playing for an audience that is a sport because ~~none~~ no one is upset after the game, about who

SCALE POINT 4 (Cont'd.)

win or lose the game. Maybe then not very many people would watch the games the however.

SCALE POINT 5

When she awoke the sun was shining and the birds were singing in the trees. She crawled out of bed, stepped onto the icy floor, padded over the bathroom and splashed water on her face. Returning to the bedroom she noticed that the clock read seven-fifteen. She sighed. It was too beautiful a day [illegible] Grandma would have liked it.

She sat at the end of her bed and stared out the window. Grandma's old dog was sleeping in the sun by the barn. He seemed very old now, he wouldn't play a stick anymore and his strong bark had become a whine. Old age does that to things she guessed.

Grandma's rocking chair wobbled in the breeze beside the apple tree. The rungs were [illegible] bleached practically white by years in the sun and the arms were worn from the [illegible] constant touch of Grandma's hands. If she squinted really hard she could still see her there rocking back and forth, back and forth; the sun playing

SCALE POINT 5 (Cont'd.)

off her white hair.

To the south of the apple tree was Grandma's flower garden. Every flower was out in full bloom, all the faces drinking up the sunlight. She smiled as she remembered Grandma complaining about her sore [illegible] from bending to weed and plant her garden. Grandma could grow anything, plants, animals and people.

Grandma had six children, all boys. Everyone of them had given her much joy and love. She wouldn't trade them for anything. She helped Grandpa grow too. She didn't literally poke and prod him along, but whatever she did she sure did it well.

Then why, if Grandma had been such a beautiful person, was she feeling so sad. Grandma had left so much behind her, so much more than she had [illegible] come with. Just because she was gone didn't mean the memory was gone. She had Grandma to thank for her being there and she was enjoying life.

Wiping her eyes on her sleeve, she straightened herself up and went downstairs. [illegible] She had to have [illegible] Grandma's garden weeded [illegible] soon if the funeral was at ten.

SUGGESTIONS FOR TEACHING:

(1) Transition devices: prepare a checklist or chart to give students.

- a) list signal words for orders of time, place, importance
- b) list words to show shift in point of view (however, although, on the other hand)
- c) list words to show additional points on one topic (in addition, also, as well as)
- d) use one central image or metaphor to develop abstract ideas
- e) create a main character whose viewpoint is used throughout
- f) use pronoun references with clear antecedents to tie together
- g) repeat and re-state topic sentence idea

(2) Pre-teaching of paragraph development must be done in order to ensure that students have a common background before their compositions are scaled.

- a) the class may discuss teacher-made outlines. Teachers and class then compose outlines together, and this leads to individual outlines on given topic.

(3) An alternative to outlining prior to writing is outlining after a draft copy has been written. In order to do this effectively, students should double or triple space their first drafts, and write at least 20% more than they will eventually submit in their final copy. Students then search for the organization inherent in their draft copy, provide topic sentences and extend whatever support is necessary. It is often convenient to use a coding system to identify their "new" organization to facilitate rewriting. Students should then be shown how to establish a concise, unified style using subordination and transitions, and eliminating wordiness and faulty repetition.

(4) The "Five by Five" essay outline.

- a) Paragraph number one - Introductory paragraph
  - (i) Thesis or essay topic, statement
  - (ii) Supporting idea number one
  - (iii) Supporting idea number two
  - (iv) Supporting idea number three
  - (v) Clincher sentence; based on thesis statement
- b) Paragraph number two - develops supporting idea number one in paragraph one
  - (i) Topic Sentence
  - (ii) Supporting idea number one
  - (iii) Supporting idea number two

(iv) Supporting idea number three

(v) Clincher sentence based on topic sentence

c) Paragraph number three - develops supporting idea number three in paragraph one

- development as in paragraph two

d) Paragraph number four - develops supporting idea number three in paragraph one

- development as in paragraph two

e) Paragraph number five - develops the clincher sentence (conclusion, summary) of paragraph number one - developed as in paragraph two.

NARRATIVE AND EXPOSITORY WRITING

(SUBSCALE FOR SENTENCE STRUCTURE AND USAGE)

Many of the Directed Writing skills and much of the proofreading section can be used in conjunction with this subscale. Many of the prescribed textbooks can also be used as resource materials for this skill.

In using the following scales and samples of student writing please make reference to the test exercises, which are reproduced on pages N/E2 - N/E8 of this package.

This skill is referred to as SKILL 62 at the grade 8 level and as SKILL 72 at the grade 12 level in the Assessment of Written Expression reports.

NARRATIVE AND EXPOSITORY WRITING: SUBSCALE FOR SENTENCE STRUCTURE AND USAGE

EXERCISE 2

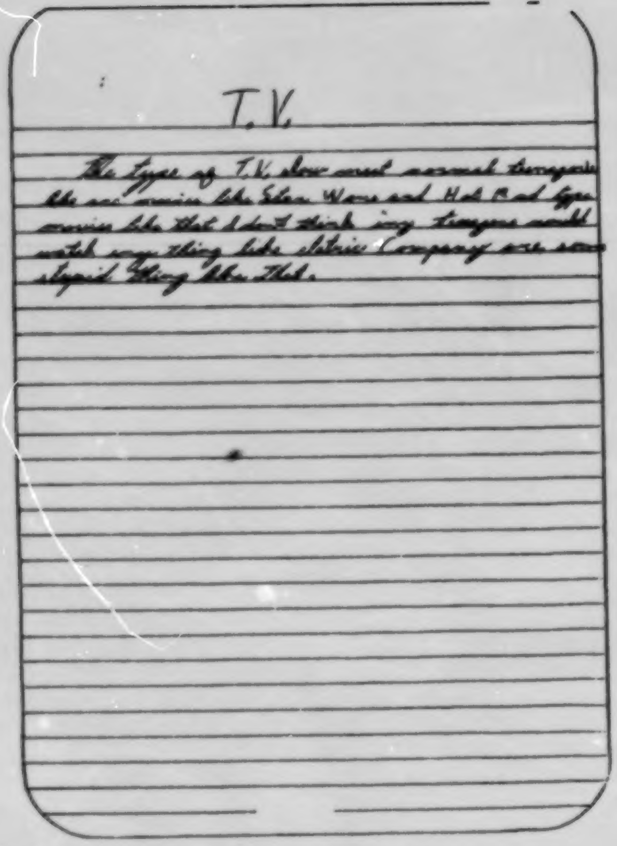
Basis of the scale:	Frequency and severity of errors. Length of compostion must be considered. It is important to realize that when using this sub-scale, style is not to be considered in the scaling. A clear, simple, straight-forward sentence may receive top marks.
Errors of major concern:	Run-on sentences, punctuation, sentence fragments, inappropriate or awkward subordination; subject-verb agreement.
Other (Minor) errors:	(some tolerance for these) modification problems, pronoun reference faults, redundance, faulty parallelism.
Concerning punctuation:	End of sentence punctuation and dialogue punctuation are considered major while within sentence errors (generally commas) are not.
Scale Point 1:	Comprehension of the passage is difficult because of the proliferation of errors of different types. No sense of 'sentence control' entire composition may, for instance be one run-on sentence.
Scale Point 2:	Several types of major errors are repeated frequently, usually accompanied by several minor errors. Little evidence of "sentence sense". Requires some deliberation or re-reading on the part of the reader.
Scale Point 3:	Several types of major errors or frequent repetition of one major error. Often contain frequent instances of run-on sentences and inappropriate co-ordination (i.e. failure to subordinate). Comprehension not difficult.
Scale Point 4:	One or two major errors or several minor errors. Comprehension not affected.
Scale Point 5:	No major errors. May contain one or two minor problems.

PROVINCIAL RESULTS (Grade 8)

Scale Points	1	2	3	4	5
Percent of Students	10	16	35	26	13

*Interpretation Panel cut-off point.

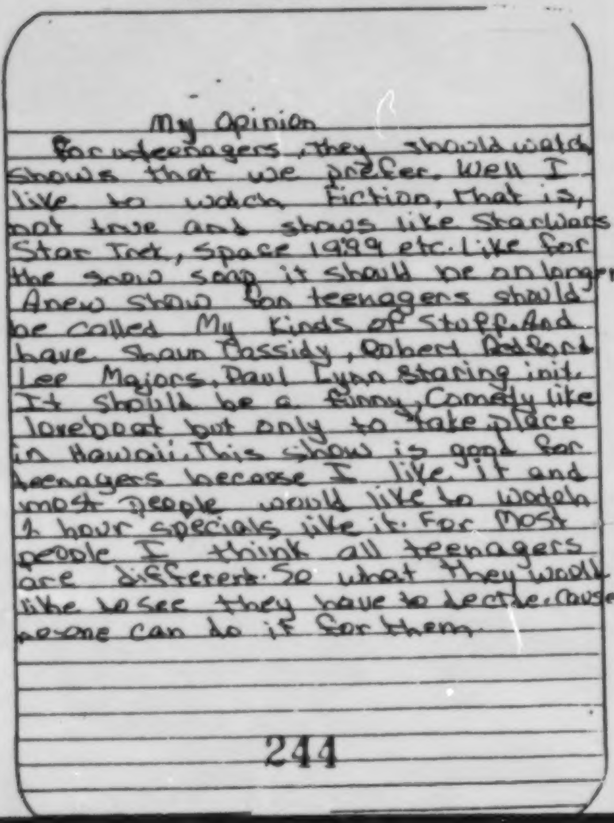
SCALE POINT 1



T.V.

The type of T.V. show most normal teenagers like are movies like Star Wars and Hot Rod type movies like that I don't think any teenagers would watch any thing like Eletric Company are some stupid thing like that.

SCALE POINT 2



My Opinion

For teenagers, they should watch shows that we prefer. Well I like to watch Fiction, that is, not true and shows like Starwars Star Trek, Space 1999 etc. Like for the show soap it should be on longer. Anew show for teenagers should be called My kinds of Stuff. And have Shaun Cassidy, Robert Redford Lee Majors. Paul Lynn staring init. It should be a funny, Comedy like loveboat but only to take place in Hawaii. This show is good for teenagers because I like it and most people would like to watch 1 hour specials like it. For Most people I think all teenagers are different. So what they would like to see they have to decide. Cause no one can do it for them.

NARRATIVE AND EXPOSITORY WRITING: SUBSCALE FOR SENTENCE STRUCTURE AND USAGE

EXERCISE 2 N/E 63

SCALE POINT 3

Yes. I think teenagers between 12 to 14 years of age will wal watch anything. I like to watch comedies, and all those cops and robbers shows and almost anything on T.V. Two of the worst shows I ever saw in my whole life are Little House on the Prairie and The Waltons. Every time it comes on I switch the channels. I don't know why anybody would want to watch a show like that. My all time favorite comedy is Laverne and Shirley. I always look forward to Tuesdays when Laverne and [illegible] Shirley and Three's Company ~~are~~ are on. Teenagers like shows with a lot of action but not a lot of killings. I think teenagers like [illegible] to see

teenagers on a show and they somehow get into trouble and solves them [illegible] like detectives and with a lot of action. Any show about the good guy against the bad guys.

This person is scared because he's lost somewhere in forest with no food and there's snow on the ground. He had nothing to do so he decided to take a walk deep into the forest. but somehow got lost and ~~cannot~~ couldn't find a way out. He's so scared that he couldn't think. He decides to take a long rest to try to think out his thoughts. He calms down. He finds a way and walks out of the forest

NARRATIVE AND EXPOSITORY WRITING: SUBSCALE FOR SENTENCE STRUCTURE AND USAGE

EXERCISE 2

N/E 64

SCALE POINT 4

The Problem

What is this little girls problem? Why does she look so sad? Maybe it's because she is hungry and supper isn't ready. ~~Maybe~~ Maybe her problem is a little more complicated ~~than~~ maybe that her parents are alcoholics or they are divorced. Any one of thousand hundreds more problems ~~problems~~ is what is making her sad.

Lets go and ask her about her problem.

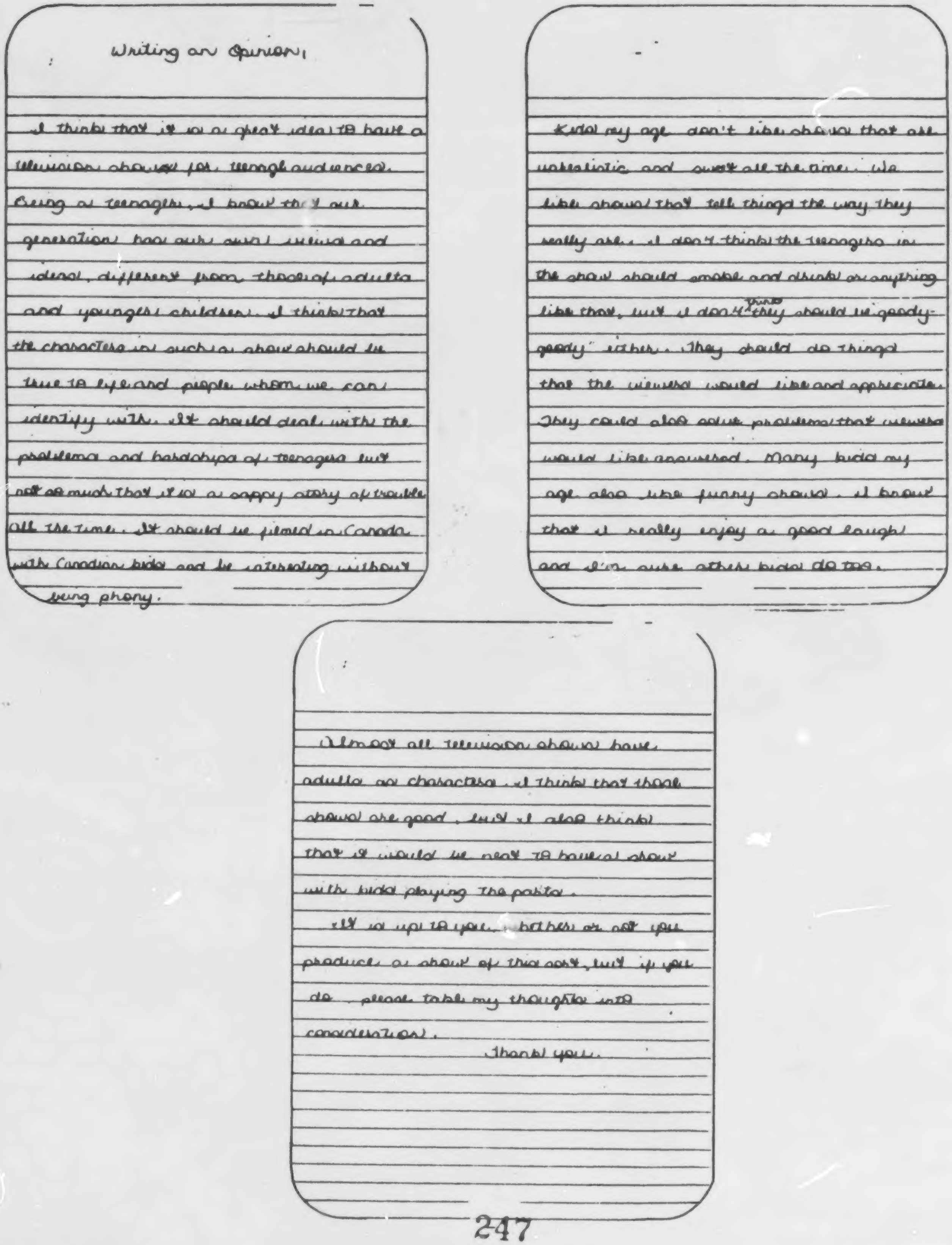
"Hi", I said gently.
"Hi", she replied
"What is the matter, I asked:
" She said with the tears in her eyes," nothing".
"Where is your mommy?" I asked
"She's in the bar down the town" she sniffled" and I don't have anything to eat. Now I set the table just like mommy used to before daddy went away"
"Where did your daddy go?" I asked.
" I don't know," she replied sadly," when he and mommy had the fight he ran away and I never see him anymore."
" I asked:" Why were they fighting"
" They were fighting because mommy said that daddy stayed at his friends house overnight" she said.
" Do you know the name of the bar that your mommy is at", I asked.
" She showed me a slip of paper with the name " The Pub" and a phone number on it. Upon handing it to me she said
" Mommy said to phone her there if anything happened."
After talking to this girl I figured that she was the kid who needed her a mother and father loving care.

I then went to the pub and found the girls mother. I took her out for a cup of coffee and asked her why she and her husband had separated.
" She said that he had been sleeping at some girls apartment ~~So~~ I asked her where he was now. She gave me the address. I drove over to his trailer and without knocked on the door. Out came this nice looking guy with muscles of steel I asked if I could talk to him about the fight he had with his wife. I asked why he separated from ~~with~~ his ~~[illegible]~~ wife. He said he got thrown out because he stayed overnight at a friends apartment. He also said that his friend told him that if he were ever in Attack to lock her up. He went to his place and she talked him out staying the night

He said that he may as well stay because she was just leaving on a trip to Japan. (She is a stewardess) ~~[illegible]~~

I thanked him for the information and left. I went back to the Pub and explained this to his wife. She said that she felt like a fool for throwing him out of the house and asked if I would give her a ride to his place right away. I did and she ran into his trailer and told him what she thought had happened. They reunited, the little girl was more happy and they all went out to [illegible] for supper.

SCALE POINT 5



Writing an Opinion,

I think that it is a great idea to have a television show for teenage audiences. Being a teenager, I know that our generation has our own views and ideas, different from those of adults and younger children. I think that the characters in such a show should be true to life and people whom we can identify with. It should deal with the problems and hardships of teenagers but not so much that it is a sappy story of trouble all the time. It should be filmed in Canada with Canadian kids and be interesting without being phony.

Kids my age don't like shows that are unrealistic and sweet all the time. We like shows that tell things the way they really are. I don't think the teenagers in the show should smoke and drink or anything like that, but I don't think they should be goody-goody" either. They should do things that the viewers would like and appreciate. They could also solve problems that viewers would like answered. Many kids my age also like funny shows. I know that I really enjoy a good laugh and I'm sure other kids do too.

Almost all television shows have adults as characters. I think that those shows are good, but I also think that it would be neat to have a show with kids playing the parts.

It is up to you whether or not you produce a show of this sort, but if you do, please take my thoughts into consideration.

Thank you.

NARRATIVE AND EXPOSITORY WRITING: SUBSCALE FOR SENTENCE STRUCTURE AND USAGE

EXERCISE 3

Basis of the scale:	This scale is concerned both with mechanics of sentence structure and with effective sentence construction. Errors in mechanics include: fragments, run-on sentences, awkward subordination, errors in the use of modifiers, faulty parallelism, agreement errors, redundancy, shifts in point of view and pronoun reference problems. Effective sentence structure and length, no undue reliance on co-ordination, and appropriate sentence combining - control of the structure of sentences.
Scale Point 1:	Comprehension of the passage is difficult because of a proliferation of errors of different types. Lacks any sense of 'sentence control'. Constructions are frequently awkward rendering the meaning unclear.
Scale Point 2:	Little apparent control of the structure of the sentences. Stilted, halting quality to prose. Sentences generally are not effectively constructed and several types of faults and/or repeated cases of errors are evident.
Scale Point 3:	Several different types of errors in structure OR repeated cases of the same major error. Includes compositions where errors are few, but sentences are not effectively structure (i.e. lack variety; rely heavily on co-ordination, rather than subordination etc.). Although sentences lack variety and are not effectively structure, there is some sense of fluency.
Scale Point 4:	One or two major errors in sentence structure; for example, a run-on sentence, faulty parallelism, or faulty subordination. Sentence construction generally effective, evidence of variety in length and structure, no over-reliance on co-ordination and appropriate sentence combining.
Scale Point 5:	No major errors. May contain one or two minor problems such as split infinitive, 'they' as singular, or a subtle error in agreement or modification. Generally effective sentence construction.

PROVINCIAL RESULTS (Grade 12)

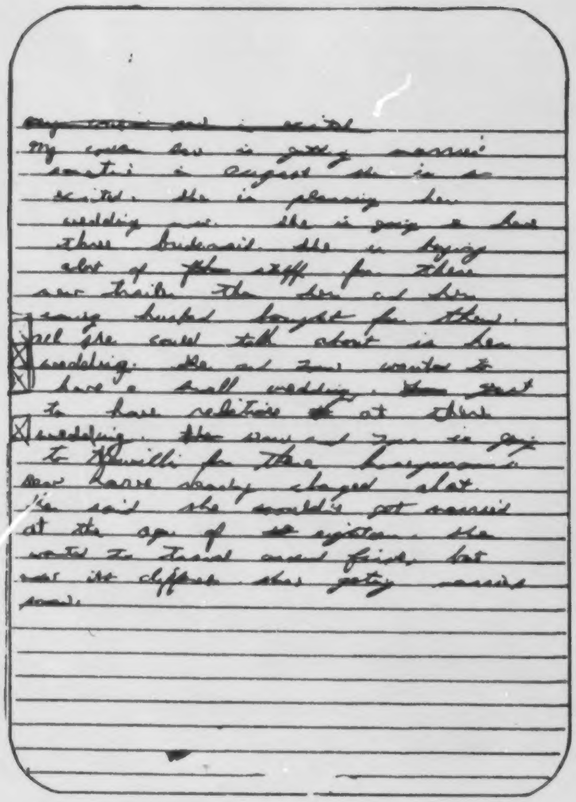
Scale Point	1	2	3*	4	5
Percent of Students	6	15	40	28	10

*Interpretation Panel cut-off point.

NARRATIVE AND EXPOSITORY WRITING: SUBSCALE FOR SENTENCE STRUCTURE AND USAGE

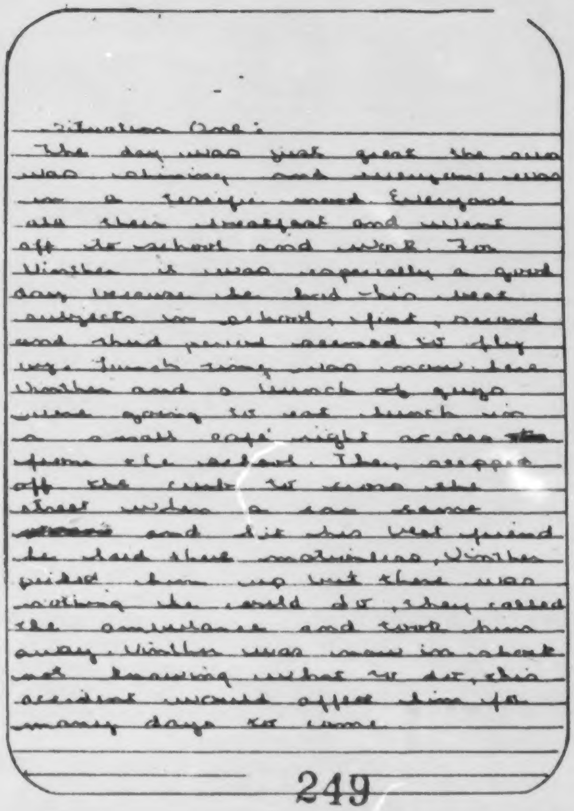
EXERCISE 3 N/E 67

SCALE POINT 1



~~My cousin and i excited~~
My cousin Ann is getting married
sometime in August she is so
excited. She is planning her
wedding now. She is going to have
three bridesmaid. She is buying
alot of ~~the~~ stuff for their
new trailer. The [illegible] and her
[illegible] husband bought for them.
☒ All she could talk about is her
☒ wedding. She and [illegible] wanted to
☒ have a small wedding. ~~They~~ [illegible]
to have relatives ~~at~~ at their
☒ wedding. She and [illegible] is going
to [illegible] for there honeymoon.
Her [illegible] really changed alot.
She said she wouldn't get married
at the age of ~~[illegible]~~ eighteen. She
wanted to travel around first. but
now its different shes getting married
soon.

SCALE POINT 2

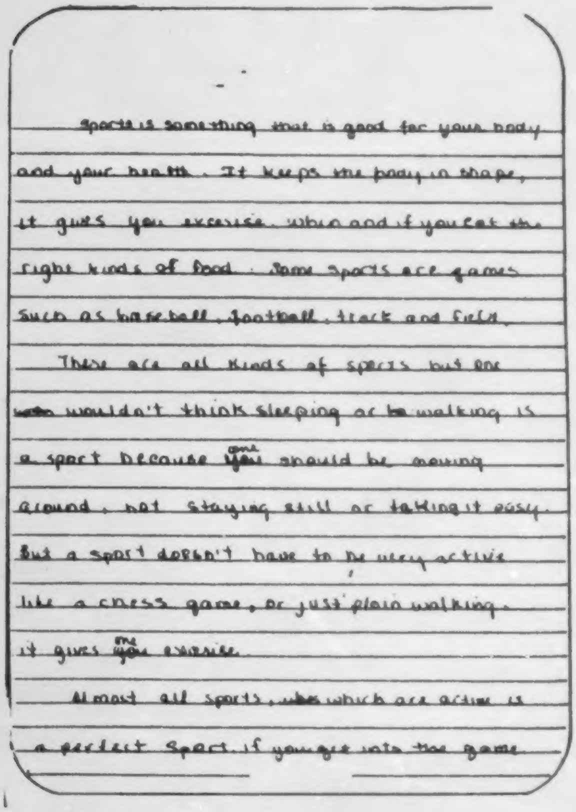


Situation One:
The day was just great the sun
was shining and everyone was
in a terrific mood. Everyone
ate there breakfast and went
off to school and work. For
Winther it was especially a good
day because he had his best
subjects in school, first, second
and third period seemed to fly
by. Lunch time was around, here
Winther and a bunch of guys
were going to eat lunch in
a small cafe right across ~~the~~
from the school. They stepped
off the curb to cross the
street when a car came
~~[illegible]~~ and hit his best friend
he died there motionless, Winther
picked him up but there was
nothing he could do, they called
the ambulance and took him
away. Winther was now in shock
not knowing what to do, this
accident would affect him for
many days to come.

NARRATIVE AND EXPOSITORY WRITING: SUBSCALE FOR SENTENCE STRUCTURE AND USAGE

EXERCISE 3 N/E 68

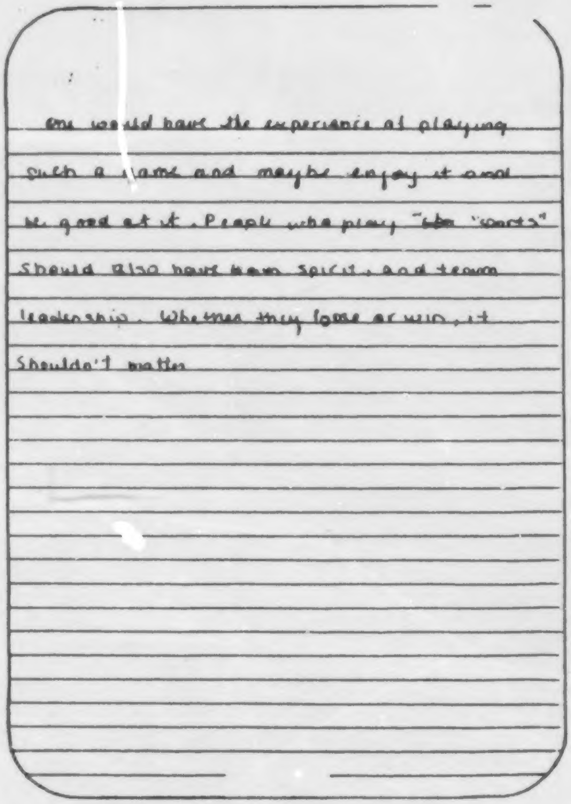
SCALE POINT 3



Sports is something that is good for your body and your health. It keeps the body in shape, it gives you exercise. when and if you eat the right kinds of food. Some sports are games such as baseball, football, track and field.

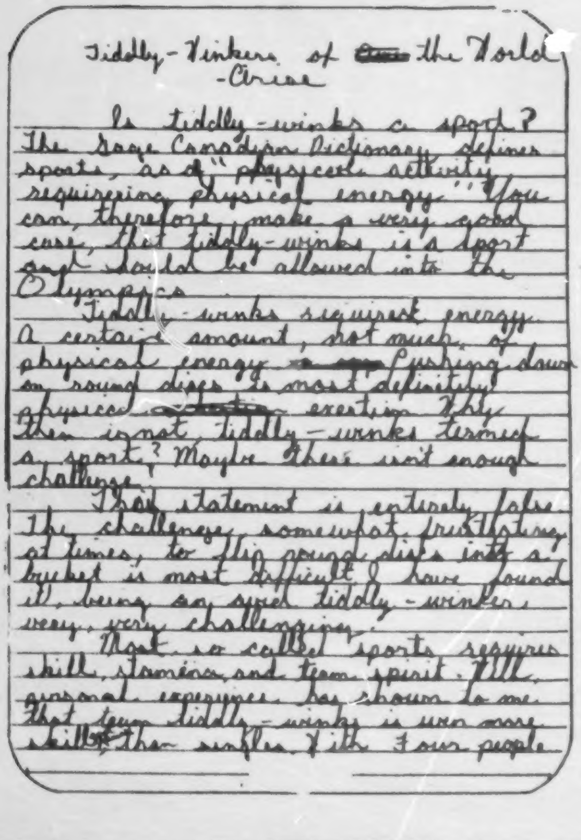
These are all kinds of sports but one ~~we~~ wouldn't think sleeping or ~~be~~ walking is a sport because ~~you~~ one should be moving around, not staying still or taking it easy. But a sport doesn't have to be very active like a chess game, or just plain walking. it gives ~~you~~ one exercise.

Almost all sports, ~~who~~ which are active is a perfect sport. if you get into the game



one would have the experience of playing such a game and maybe enjoy it and be good at it. People who play ~~the~~ "sports" should also have ~~team~~ spirit, and team leadership. Whether they loose or win, it shouldn't matter

SCALE POINT 4



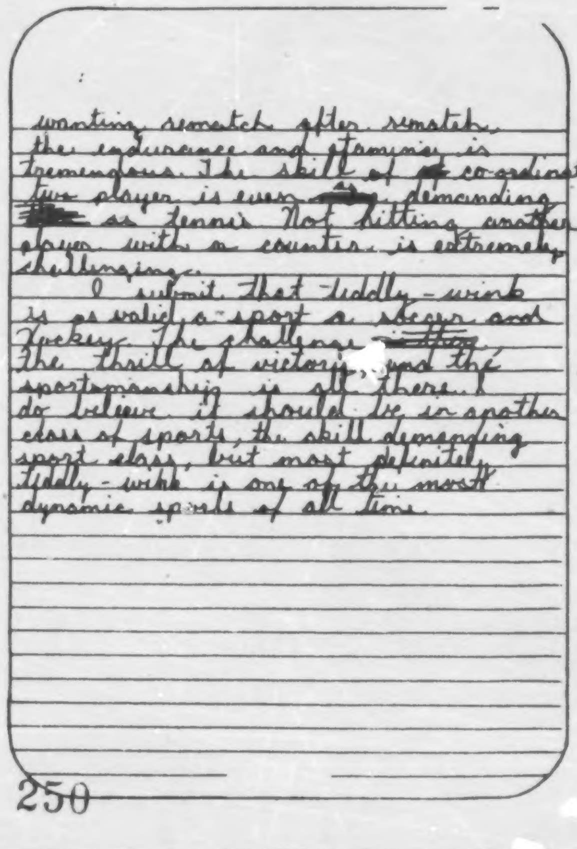
Tiddly-Winkers of ~~Ours~~ the World
-Arise

Is tiddly-winks a sport? The Sage Canadian Dictionary defines sports, as ~~of~~ "physycal activity requireing physical energy." You can, therefore make a very good case, that tiddly-winks is a sport and should be allowed into the Olympics.

Tiddly-winks requiresk energy. A certain amount, not much, of physical energy ~~[illegible]~~ Pushing down on round discs is most definitely physical ~~[illegible]~~ exertion. Why then is not tiddly-winks termed a sport? Maybe there isn't enough challenge.

That statement is entirely false. The challenge, somewhat frustrating at times, to flip round disks into a bucket is most difficult I have found it, being an avid tiddly-winker, very, very challenging.

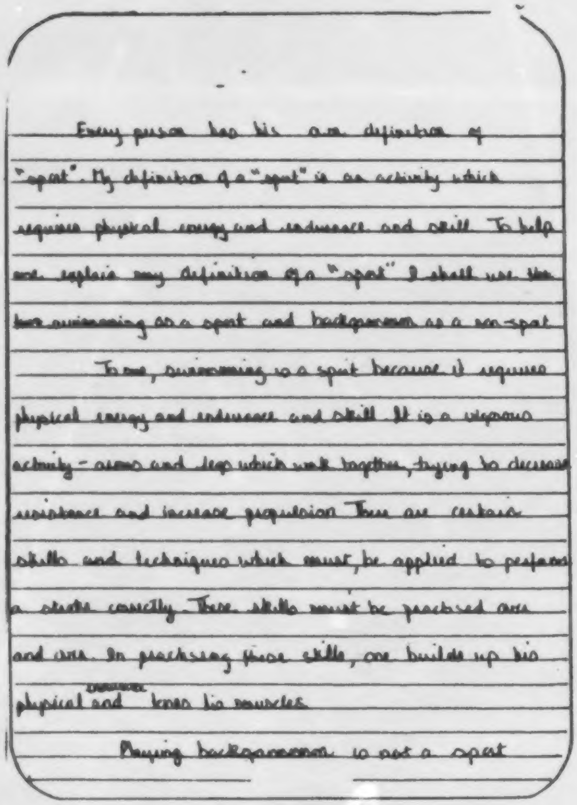
Most so called sports requires skill, stamina and team spirit. My personal experience has shown to me that team tiddly-winks is even more skillful than singles. With four people



wanting rematch after rematch, the endurance and stamina is tremendous. The skill of ~~[illegible]~~ co-ordinating two players is even ~~[illegible]~~ demanding ~~[illegible]~~ as tennis. Not hitting another player with a counter is extremely challenging.

I submit that tiddly-wink is as valid a sport as soccer and hockey. The challenge ~~there~~, The thrill of victory, and the sportsmanship is all there. I do believe it should be in another class of sports, the skill demanding sport class, but most definitely tiddly-wink is one of the most dynamic sports of all time.

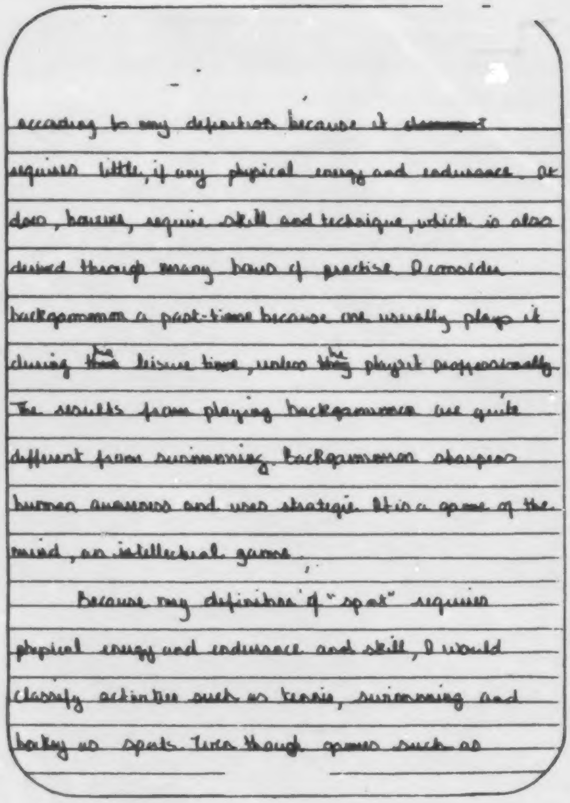
SCALE POINT 5



Every person has his own definition of "sport". My definition of a "sport" is an activity which requires physical energy and endurance and skill To help me explain my definition of a "sport" I shall use the ~~two~~ swimming as a sport and backgammon as a non-sport

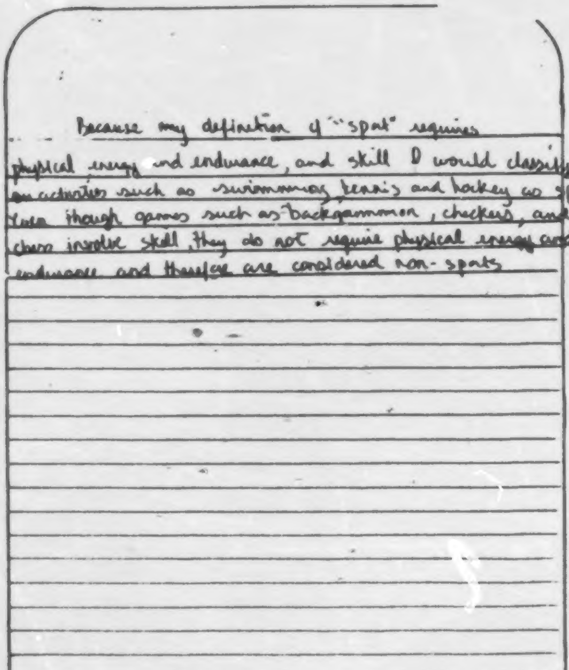
To me, swimming is a sport because it requires physical energy and endurance and skill It is a vigorous activity – arms and legs which work together, trying to decrease resistance and increase propulsion There are certain skills and techniques which must, be applied to perform a stroke correctly. These skills must be practised over and over. In practising these skills, one builds up his physical and endurance tones his muscles

Playing backgammon is not a sport



according to my definition because it ~~[illegible]~~ requires little, if any physical energy and endurance. It does, however, require skill and technique, which is also derived through many hours of practise. I consider backgammon a past-time because one usually plays it during ~~their~~ his leisure time, unless ~~they~~ he plays it professionally. The results from playing backgammon are quite different from swimming. Backgammon sharpens human awareness and uses strategie. It is a game of the mind, an intellectual game.

Because my definition of "sport" requires physical energy and endurance and skill, I would classify activities such as tennis, swimming and hockey as sports. Even though games such as



Because my definition of "sport" requires physical energy and endurance, and skill I would classify ~~as~~ activities such as swimming, tennis and hockey as sports. Even though games such as backgammon, checkers, and chess involve skill, they do not require physical energy and endurance and therefore are considered non-sports

SUGGESTIONS FOR TEACHING:

(1) Teachers may select appropriate sections from prescribed language textbooks for teaching materials and practice exercises.

(2) Prepare exercises specifically on sentence combining: provide groups of 2 - 3 short, simple sentences on a related topic and demonstrate methods of combining them into longer and more complex sentences using subordination and parallelism.

(3) Ask for sentences suitable for a young child's reader (very simple, short sentences); for an average adult-oriented magazine, (longer, more complex); for a techincal, encyclopedia publication (numerous modifiers, compound subjects and verbs, a dense style with considerable information packed into one sentence).

(4) Prepare a chart/checklist of common errors for student use. Use "buddy" system for proofreading of each other's work to catch errors and revise before good copy is handed into teacher.

(5) Prepare passages with numerous sentence errors which impede readers understanding. Require students to rewrite and correct errors. Have class discussion on the corrected versions.

NARRATIVE AND EXPOSITORY WRITING

(SUBSCALE FOR SPELLING)

Some drill in 'confusables', prefixes and suffixes, common spelling errors, and basic spelling rules is appropriate. However, students often have difficulty perceiving spelling errors in their own work although they can accurately proofread 'good' copies of their fellow students' work. Proofreading each other's work can be very beneficial even when extended to senior level assignments.

In using the following scales and samples of student writing please make reference to the test exercises, which are reproduced on pages N/E2 - N/E8 of this package.

This skill is referred as to SKILL 63 at the grade 8 level and as SKILL 73 at the grade 12 level in the Assessment of Written Expression reports.

Comments: Count each error once only. Length of compositions seemed roughly equivalent, and thus was not taken into account, although it may be necessary to adjust scale in extreme cases.

Scale Point 1: More than six errors invariably including confusables and "common" or easy words.

Scale Point 2: Three to six errors.

Scale Point 3: No more than two errors - usually attributable to haste or phonetic spelling of unfamiliar words.

Scale Point 4: No errors.

PROVINCIAL RESULTS (Grade 8)

Scale Points	1	2	3	4
Percent of Students	13	33	35	18

* *

*The Interpretation Panel did not reach consensus as to whether or not scale point 2 represents a minimally acceptable level of achievement for this grade level.

SCALE POINT 1

Tom Main had yust got his new
bike from the pedal pusher he was
fillyluated because it had evey
thing on it he said I just have
to go show it of. Tom was walking
areding arounded the [illegible] futher
a dog ran after the bike. Tom
strat to pedal faster so after two
block the dog gave up Tom was
still riding when a another dog
ran out this dog was not after
Tom he was after another dog the
dog ran out in the strat and
a car hit him. Tom saw the dog
get hit Tom said he is dead. So Tom
he said I will bury him so tom
did. Tom still won't forget what
happened to that dog.

SCALE POINT 2

This little girl has a problem, she is
in bad coodislion, the problem with her
is that she is crazy andcripled on her
right arm and her right leg. She is
so sad that she cannot play around
like the other children, she sits at
the window everyday and watches
them play. Sometimes she wants
to cry becouse she cannot go
out and play with them, every
sunny day the would take her
for a walk around the block or
for rides in cars. Sometimes they
take her shopping with them, for
grocercies or some to aclothes
Stores or shoes store. the little
girl's name is Pearl.

SCALE POINT 3

Writing an Opinion

A television show for teenagers would be a difficult one to produce. There are ~~too~~ many variations of minds through a large range of ages. In my opinion the show would have to involve teenagers including expiriences which might happen to a teenager today. Lots of action with some boy to girl relationships would ~~to~~ make it more realistic. The endings should have variety some being happy, sad, bad and to shyne glad. Teenagers hate the always happy endings. It seems to be phony instead of being realistic.

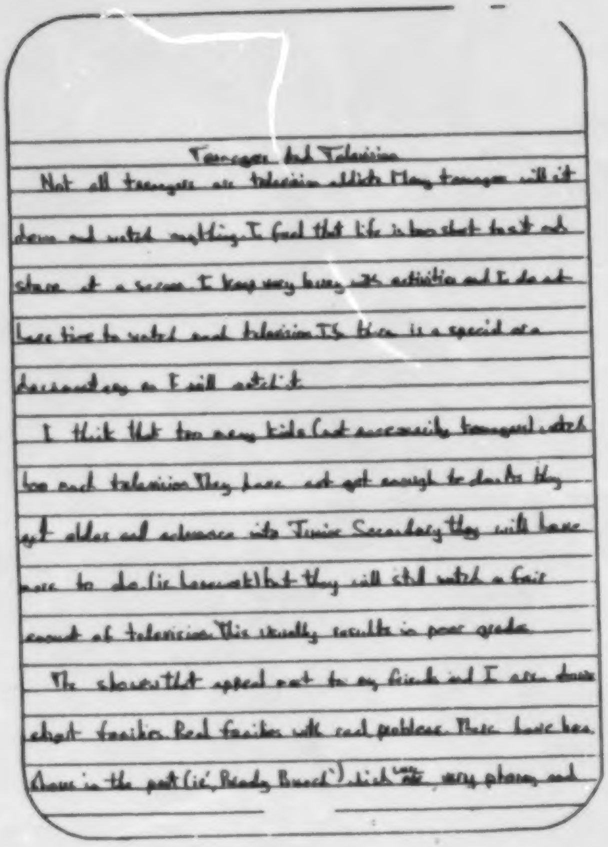
The time ~~plot~~ of the story is a different thing all togethe. I have found that my friends tend to go for the "50's" because it is fun to look back a little ways. You can laugh at the way they dress and how short their hair. Another thing is that it would ~~be in a way~~ prove to be educational for we could learn their ways of life style. They weren't as well off as we are now so they had to work for and earn pride. It will show how much the world's life can change in such a short time.

The story would be best if it was based on maybe ~~two~~ families. It should have a variety of characters, in age, in personalities and in style. This way some incidents can be humorous, sad etc. ~~It~~ can show what happens on Saturday night for an seventeen year old and for a seven year old.

A place for the story to originate from is best to have it in a large town or small city. Therefore it again provides variety. A hangout place adds two different settings, a home and the hangout. Also ~~the~~ at school and some incidents that occur there.

In my opinion the key word for producing a show for teenagers is "variety." Without that it will lack suspension and intrest.

SCALE POINT 4



Teenagers And Television

Not all teenagers are television addicts. Many teenagers will sit down and watch anything. I feel that life is too short to sit and stare at a screen. I keep very busy with activities and I do not have time to watch much television. If there is a special or a documentary on I will watch it.

I think that too many kids (not necessarily teenagers) watch too much television. They have not got enough to do. As they get older and advance into Junior Secondary they will have more to do (ie homework) but they will still watch a fair amount of television. This usually results in poor grades.

The shows that appeal most to my friends and I are dramas about families. Real families with real problems. There have been shows in the past (ie' Ready Break') which were very phoney and

Basis of the scale: Frequency of errors. In extreme cases length of composition should be considered.

Scale Point 1: Apparent inaccurate spelling - interferes with ease of reading. Several errors invariably including confusables and/or 'common' or 'easy' words.

Scale Point 2: A number of errors usually including confusables and 'common' or 'easy' words.

Scale Point 3: Few errors (generally one or two depending upon length of the composition), most often attributable to haste or phonetic spelling of more 'difficult' words.

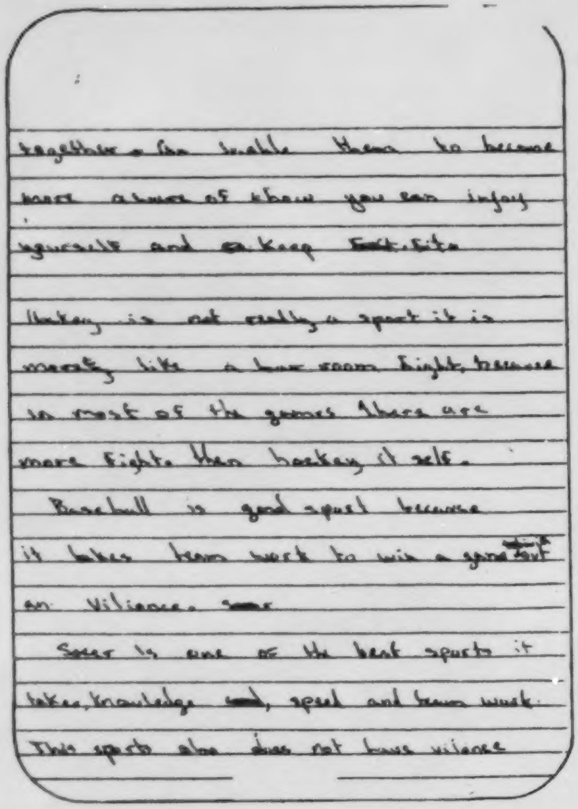
Scale Point 4: No errors.

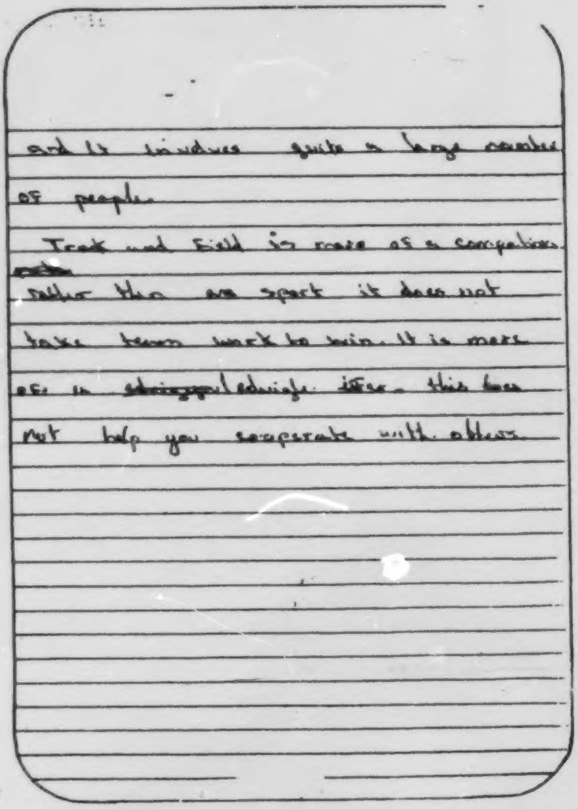
PROVINCIAL RESULTS (Grade 12)

Scale Points	1	2	3	4
Percent of Students	5	16	43	35

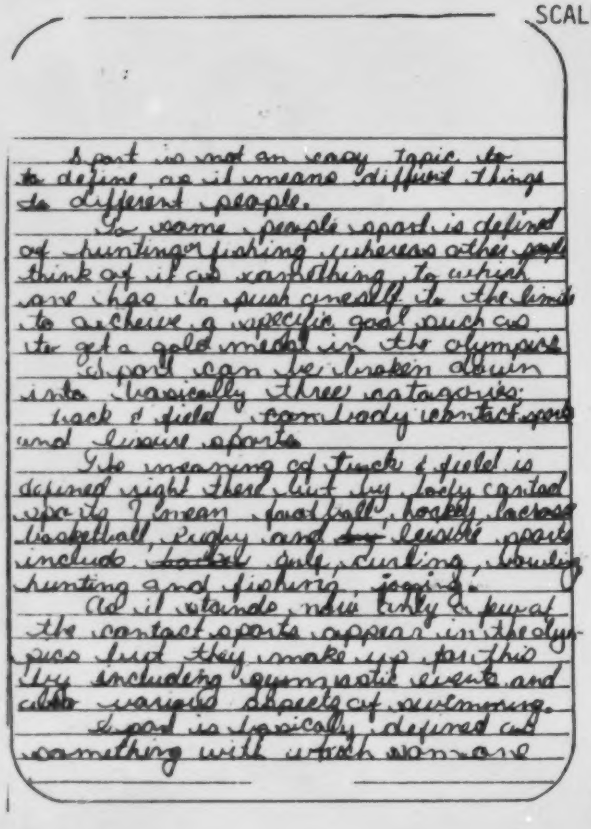
*Interpretation Panel cut-off point.

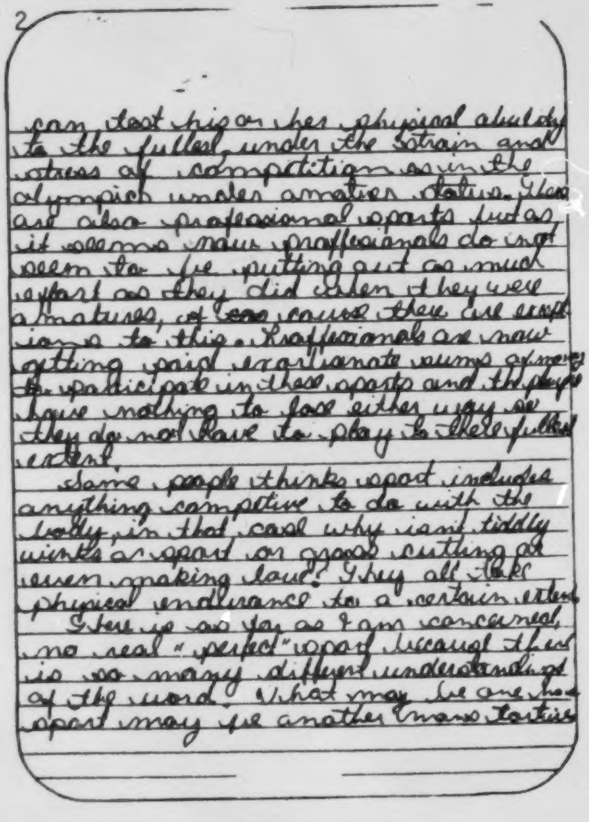
SCALE POINT 1


together a fan enable them to become
more aware of what you can enjoy
yourself and ~~ca~~ keep ~~fest~~ fite
Hockey is not really a sport it is
mostly like a bar room fight, because
in most of the games there are
more fights than hockey it self.
Baseball is good sport because
it takes team work to win a game but
an vilience. ~~some~~
Socer is one of the best sports it
takes knowledge ~~and~~, speed and team work.
This sports also does not have vilence

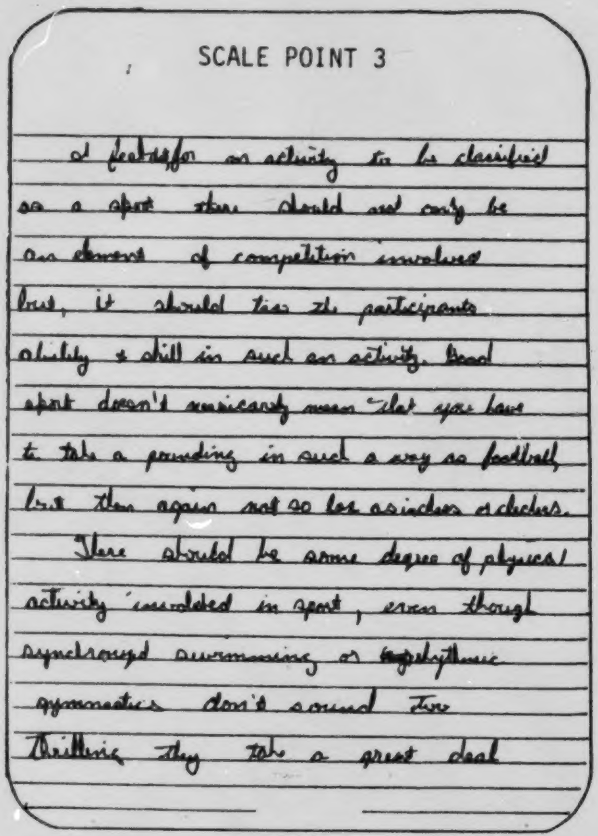

and it involves quite a large number
of people.
Track and field is more of a compitition
~~[illegible]~~
rather than an sport it does not
take team work to win. It is more
of a ~~[illegible]~~ ~~iffer~~. this does
not help you cooperate with others.

SCALE POINT 2


Sport is not an easy topic to
to define as it means diffrent things
to different people.
To some people sport is defined
as hunting or fishing whereas other people
think of it as something to which
one has to push oneself to the limit
to achieve a specific goal such as
to get a gold medal in the olympics
Sport can be broken down
into basically three catagories:
track & field, com body contact sports
and lesure sports
The meaning of track & field is
defined right there but by body contact
sports I mean football, hockey, lacrosse
basketball, rugby and ~~[illegible]~~ lesuire sports
include ~~[illegible]~~ golf, curling, bowling
hunting and fishing, joging.
As it stands now only a few of
the contact sports appear in the olym-
pics but they make up for this
by including gymnastic events and
also varied sports of swimming.
Sport is basically defined as
something with which someone


can test his or her physical abulity
to the fullest under the strain and
stress of competition as in the
olympics under amatuer status. There
are also professional sports but as
it seems now proffessionals do not
seem to be putting out as much
effort as they did when they were
amatures, of ~~[illegible]~~ course there are excep-
tions to this. Proffesionals are now
getting paid exorbitant sums of money
to participate in these sports and the players
have nothing to lose either way so
they do not have to play to there fullest
extent.
Some people thinks sport includes
anything competive to do with the
body, in that case why isn't tiddly
winks a sport or grass cutting or
even making love? They all take
physical endurance to a certain extent
There is as far as I am concerned,
no real "perfect" sport because there
is so many different understandings
of the word. What may be one man's
sport may be another mans torture

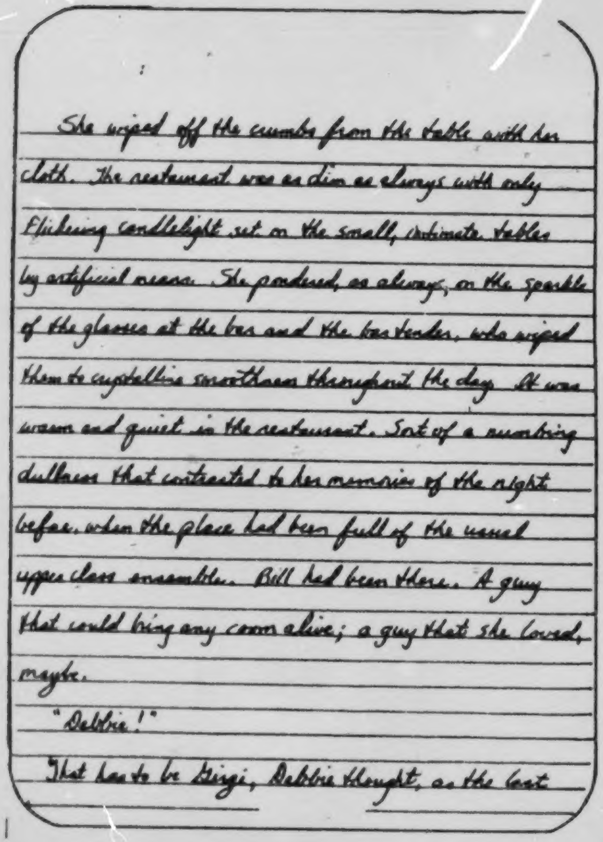
SCALE POINT 3



I feel that for an activity to be classifeid as a sport there should not only be an element of competition involved but, it should tax the participants ability & skill in such an activity. Good sport doesn't nessicarily mean that you have to take a pounding in such a way as football, but then again not so less as in chess or checkers.

There should be some degree of physical activity involded in sport, even though synchronized swimming or ~~rh~~rhythmic gymnastics don't sound too thrilling they take a great deal

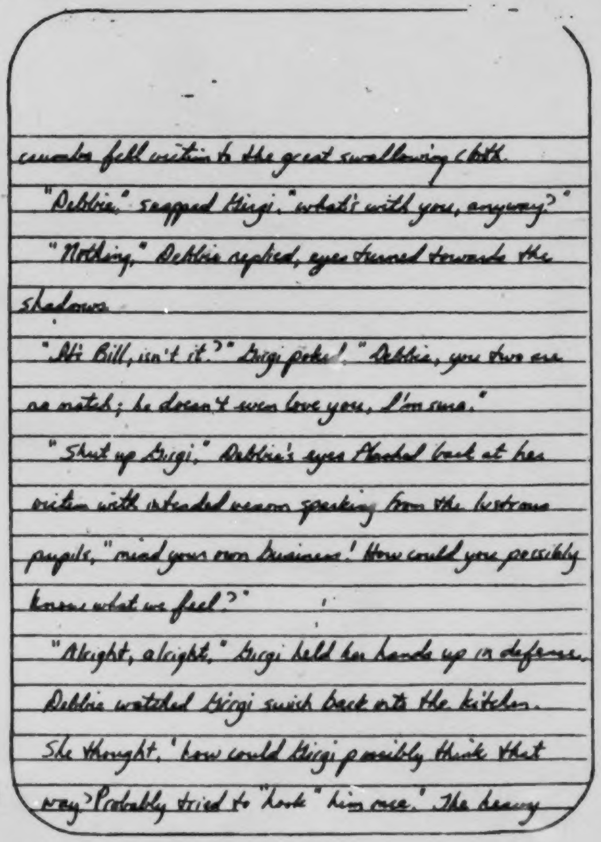
SCALE POINT 4



She wiped off the crumbs from the table with her cloth. The restaurant was as dim as always with only flickering candlelight set on the small, intimate tables by artificial means. She pondered, as always, on the sparkle of the glasses at the bar and the bartender, who wiped them to crystalline smoothness throughout the day. It was warm and quiet in the restaurant. Sort of a numbing dullness that contrasted to her memories of the night before, when the place had been full of the usual upper class ensemble. Bill had been there. A guy that could bring any room alive; a guy that she loved, maybe.

"Debbie!"

That has to be Gigi, Debbie thought, as the last



crumbs fell victim to the great swallowing cloth.

"Debbie," snapped Gigi. "what's with you, anyway?"

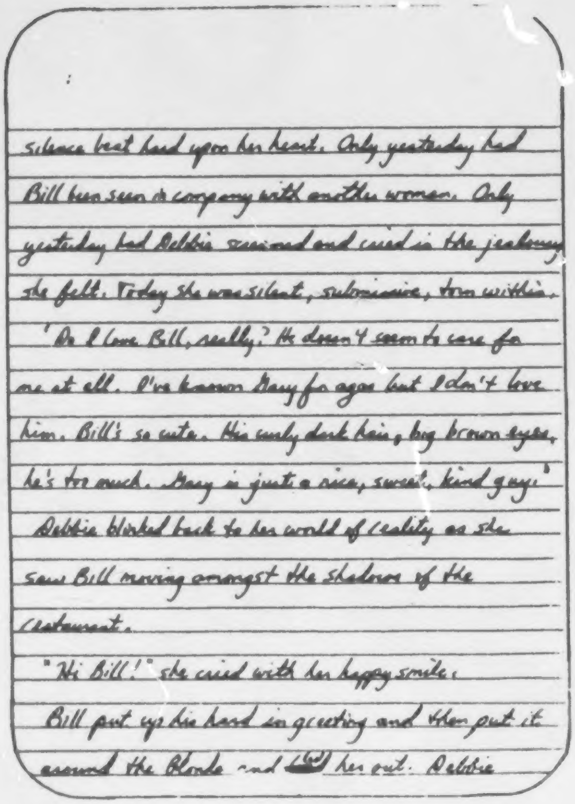
"Nothing," Debbie replied, eyes turned towards the shadows.

"It's Bill, isn't it?" Gigi poked. "Debbie, you two are no match; he doesn't even love you, I'm sure."

"Shut up Gigi." Debbie's eyes flashed back at her victim with intended venom sparking from the lustrous pupils, "mind your own business! How could you possibly know what we feel?"

"Alright, alright." Gigi held her hands up in defense. Debbie watched Gigi swich back into the kitchen. She thought, 'how could Gigi possibly think that way? Probably tried to "hook" him once.' The heavy

SCALE POINT 4 (cont'd)



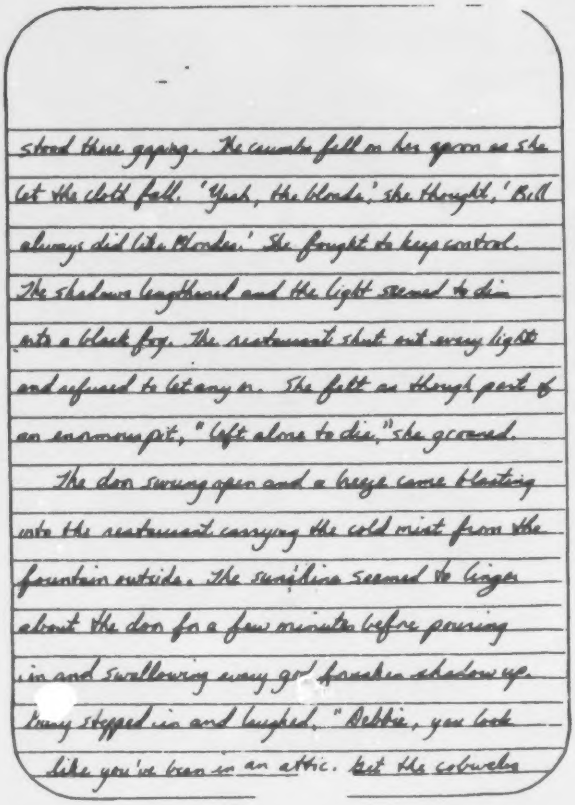
silence beat hard upon her heart. Only yesterday had Bill been seen in company with another women. Only yesterday had Debbie screamed and cried in the jealousy she felt. Today she was silent, submissive, torn within.

'Do I love Bill, really? He doesn't seem to care for me at all. I've known Gary for ages but I don't love him. Bill's so cute. His curly dark hair, big brown eyes, he's too much. Gary is just a nice, sweet, kind guy.'

Debbie blinked back to her world of reality as she saw Bill moving amongst the shadows of the restaurant.

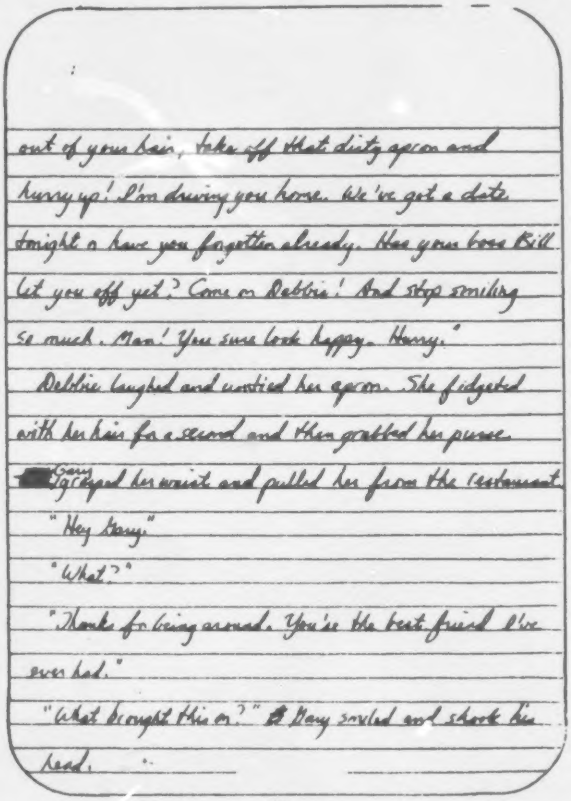
"Hi Bill!" she cried with her happy smile.

Bill put up his hand in greeting and then put it around the Blonde and led her out. Debbie



stood there gaping. The crumbs fell on her apron as she let the cloth fall. 'Yeah, the blonde,' she thought, 'Bill always did like blondes.' She fought to keep control. The shadows lengthened and the light seemed to dim into a black fog. The restaurant shut out every light and refused to let any in. She felt as though part of an enormous pit, "left alone to die," she groaned.

The door swung open and a breeze came blasting into the restaurant carrying the cold mist from the fountain outside. The sunshine seemed to linger about the door for a few minutes before pouring in and swallowing every god forsaken shadow up. Gary stepped in and laughed. "Debbie, you look like you've been in an attic. Get the cobwebs



out of your hair, take off that dirty apron and hurry up! I'm driving you home. We've got a date tonight or have you forgotten already. Has your boss Bill let you off yet? Come on Debbie! And stop smiling so much. Man! You sure look happy. Hurry."

Debbie laughed and untied her apron. She fidgeted with her hair for a second and then grabbed her purse.

Gary grasped her waist and pulled her from the restaurant.

"Hey Gary."

"What?"

"Thanks for being around. You're the best friend I've ever had."

"What brought this on?" Gary smiled and shook his head.

SUGGESTIONS FOR TEACHING:

(1) Give the student the scale for self-marking and proofreading his own compositions.

(2) Proofreading skills can be used in conjunction with the narrative subscale of spelling.

(3) A good formula for spelling instructions consists of board work and word analysis:

- a) if a word is spelled incorrectly, give the student the correct way to spell it immediately.
- b) put the word on the board and break it up into syllables - have students copy it down.
- c) underline vowels str_u_c/t_u_re
- d) draw a configuration around the word

  struc ture
- e) say the word: 1) in syllables
  2) full word
- f) blank out word and test.

(4) Prepare some charts or checklists for rules governing plurals, possessives, contractions, or difficult combinations of letters such as "ei".

NARRATIVE AND EXPOSITORY WRITING

(SUBSCALE FOR HANDWRITING)

The skill of handwriting can be isolated and evaluated separately from the other components of composition. It should be noted, however, that this skill is very difficult to assess without bias, even when using a good marking scale.

In using the following scales and samples of student writing please make reference to the test exercises, which are reproduced on pages N/E2 - N/E8 of this package.

This skill is referred to as SKILL 64 at the grade 8 level and as SKILL 74 at the grade 12 level in the Assessment of Written Expression reports.

Basis of the scale: Legibility, consistency and proportion. Note: Copies do not always adequately reflect legibility.

Scale Point 1: Virtually illegible. Many words require two or three re-readings. Frequently doesn't stay on the line. Inconsistent.

Scale Point 2: Difficult to read due to exaggeration of features or lack of consistency in letter formation. Some letters may be difficult to distinguish. Legible but requires deliberation on the part of the reader.

Scale Point 3: Readily legible. Shows more maturity. Spacing adequate. Weakness is some inconsistency, exaggeration or lack of proportion.

Scale Point 4: "A pleasure to read". Consistent proportion in letters, no exaggerated features, flows smoothly.

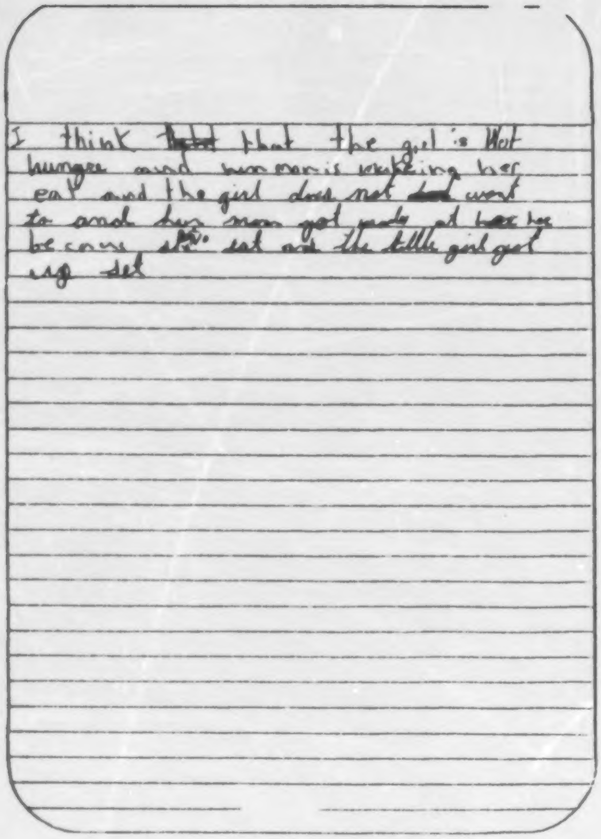
PROVINCIAL RESULTS (Grade 8)

Scale Points	1	2	3	4
Percent of Students	2	24	45	28

*

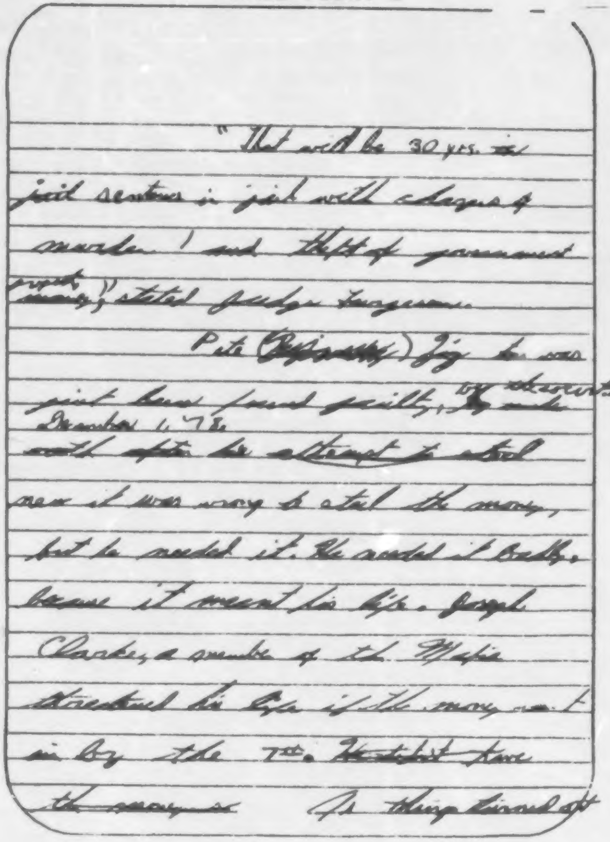
*Interpretation Panel cut-off point.

SCALE POINT 1



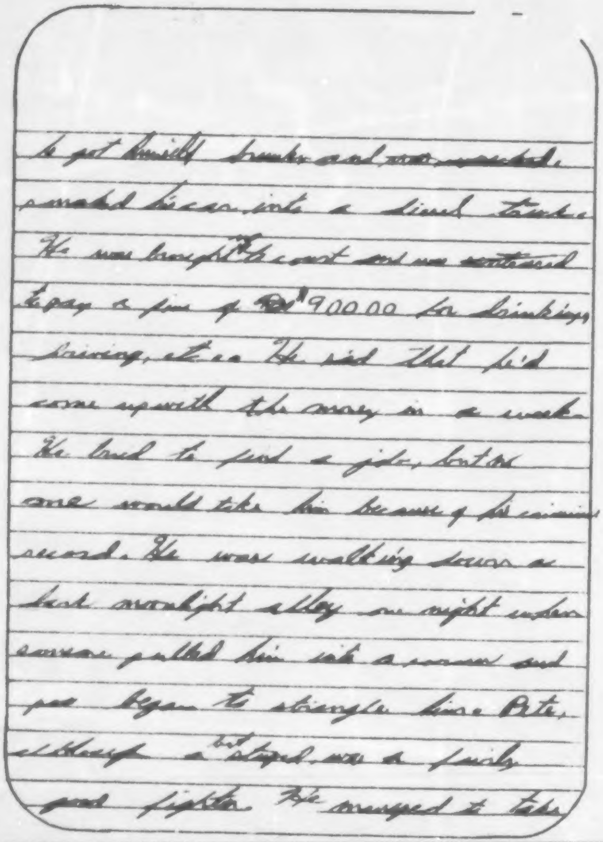
I think ~~[illegible]~~ that the girl is not
hungre and her mom is makeing her
eat and the girl does not ~~[illegible]~~ want
to and her mom got mad at her
be cause she [illegible] eat and the little girl got
up set

SCALE POINT 2

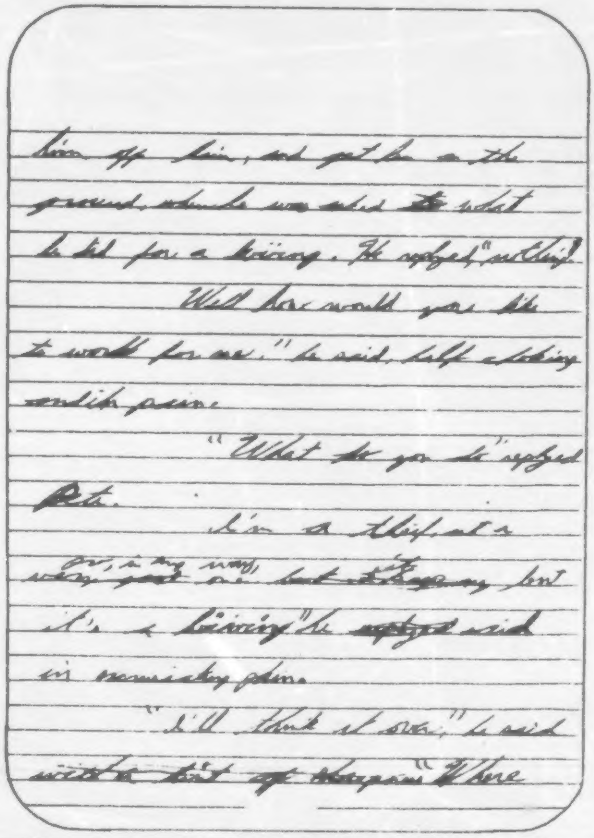


"That will be 30 yrs. ~~in~~
jail sentence in jail with charges of
murder' and theft of government
property," stated Judge Ferguson.
Pete (~~[illegible]~~) [illegible] he was
just been found guilty, [illegible]
December 1, '78.
~~month after he attempt to steal~~
new it was wrong to steal the money,
but he needed it. He needed it badly.
because it meant his life. Joseph
Clarke, a member of the Mafia
threatened his life if the money wasn't
in by the 7th. ~~He didn't have~~
~~the money~~ As things turned out

SCALE POINT 2 (Cont'd.)



he got himself drunk and ~~was wrecked~~
smashed his car into a diesel truck.
He was brought to the court and was sentenced
to pay a fine of ~~[illegible]~~ 900.00 for drinking,
driving, etc. He said that he'd
come up with the money in a week.
He tried to find a job, but no
one would take him because of his criminal
record. He was walking down a
dark moonlight alley one night when
someone pulled him into a corner and
[illegible] began to strangle him. Pete,
although a but stupid, was a fairly
good fighter. He managed to take



him off him, and got him on the
ground. when he was asked ~~[illegible]~~ what
he did for a living. He replied "nothing."
Well how would you like
to work for me," he said, half choking
with pain.
"What do you do" replied
Pete.
I'm a thief, at a
or, in my way, ~~[illegible]~~ but [illegible], but
it's a living" he ~~replied~~ said
in [illegible] plain.
"I'll think it over," he said
with a hint of [illegible]. "Where

SCALE POINT 2 (Cont'd.)

as I get a hold of you."

"Down by the paper shack, in the city."

They went, and Pete was taught the trade of stealing. With this Pete plugged him in the gut as he went down with a thud.

He was a fast learner as he was soon able to steal cars without any problems. Pete told Mike about the problem and decided to rob a bank. The preparations were made and it was carried out. Everything went

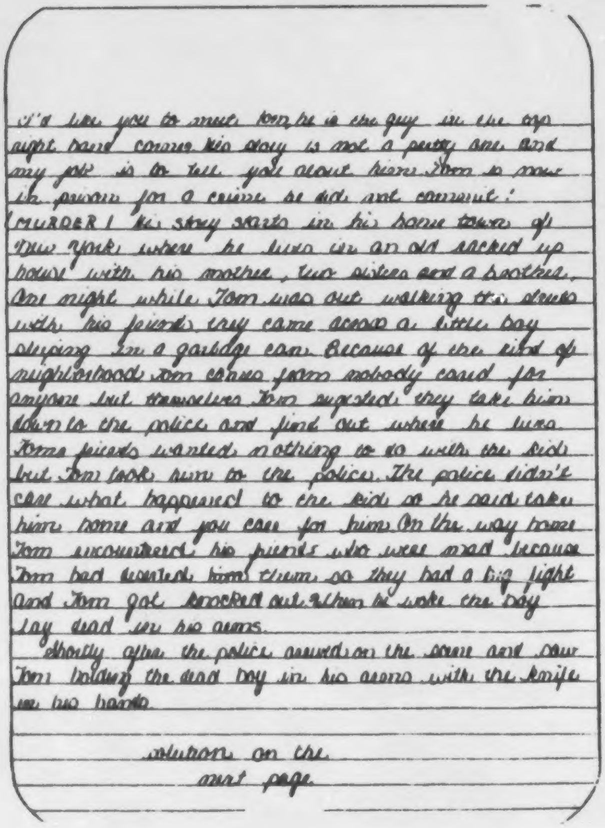
as planned until an old lady tried to pull a switch leading to the police station.

SCALE POINT 3

She sits there at the table, asking herself "Am I doing the right thing by asking for more food. She sits there puzzled out of her curiosity. She watches as the food is being passed out. Finally it comes to her and she is more scared than ever because her mother is sitting in front of her with a looks that says "Only eat what you can or you will be in big trouble" She pauses and looks down at her plate. The food is coming nearer and nearer. First the roast beef comes she takes one piece. She looks over at her mother. Her mother smiles. Then she says to herself. "I made over one thing

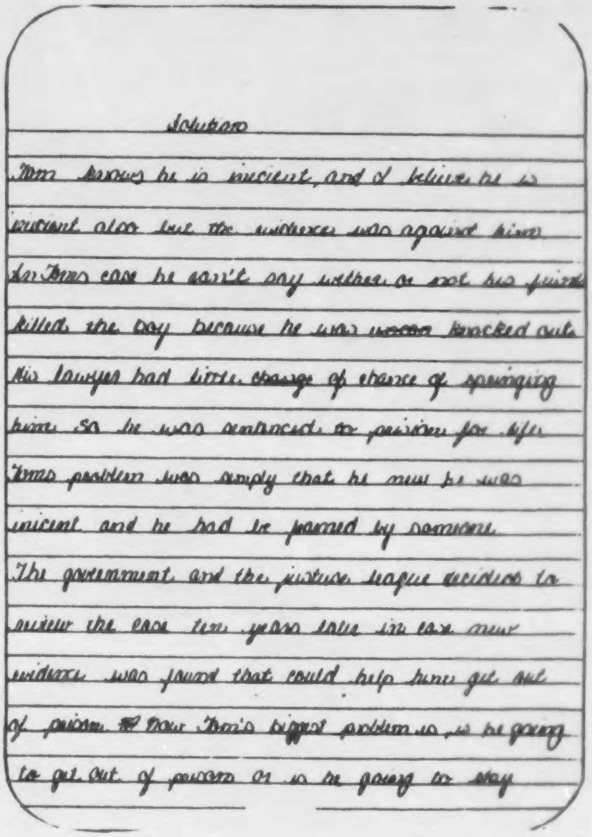
Now comes the next one. The potatoes are slowly coming around. She takes two spoonfuls of potatoes. Then come the beets, carrots, bread, and celery. But she made and her mom was proud of her. And come to think of it she was proud of herself too.

SCALE POINT 4

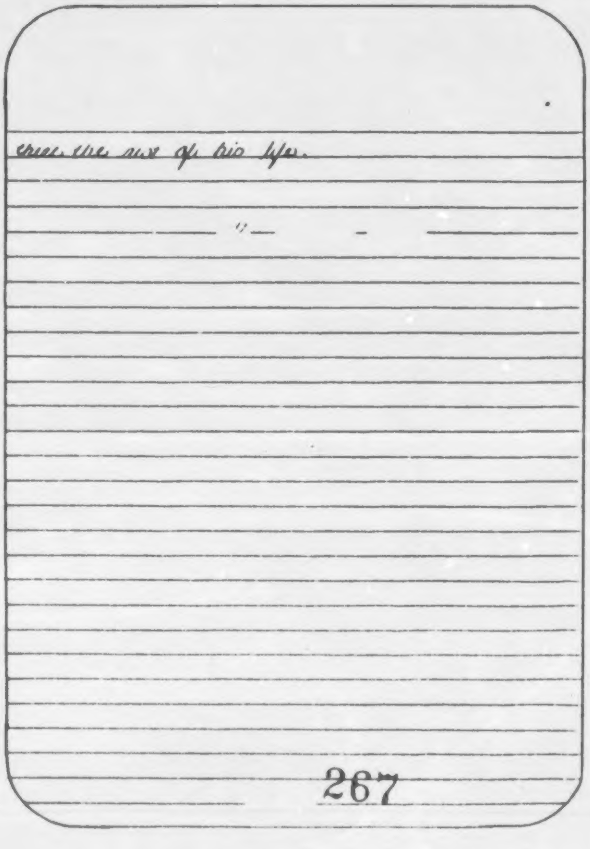

I'd like you to meet Tom, he is the guy in the top right hand corner. His story is not a pretty one and my job is to tell you about him. Tom is now in prison for a crime he did not commit: MURDER! His story starts in his home town of New York where he lives in an old racked up house with his mother, two sisters and a brother. One night while Tom was out walking the streets with his friends they came across a little boy sleeping in a garbage can. Because of the kind of neighborhood Tom comes from nobody cared for anyone but themselves. Tom suggested they take him down to the police and find out where he lives. Toms friends wanted nothing to do with the kid but Tom took him to the police. The police didn't care what happened to the kid so he said take him home and you care for him. On the way home Tom encountered his friends who were mad because Tom had wanted them so they had a big fight and Tom got knocked out. When he woke the boy lay dead in his arms.

Shortly after the police arrived on the scene and saw Tom holding the dead boy in his arms with the knife in his hands.

solution on the
next page


Solution

Tom knows he is inocent, and I believe he is inocent also but the evidence was against him. In Toms case he can't say wether or not his friends killed the boy because he was ~~woken~~ knocked out. His lawyer had little change of chance of springing him so he was sentanced to prision for life. Toms problem was simply that he new he was inicent and he had be framed by someone. The government and the justice league decides to review the case ten years later in case new evidence was found that could help him get out of prison. Now Tom's biggest problem is, is he going to get out of prison or is he going to stay


there the rest of his life.

Basis of the scale: Legibility.

Scale Point 1: Illegible or nearly so; interferes with the flow of reading.

Scale Point 2: Legible, but deliberation required of the reader.

Scale Point 3: Legible. No obstruction to reading, but may be lacking in consistency or have some feature(s) exaggerated.

Scale Point 4: "A pleasure to read". Consistent; proportion in letters; smoothness; no feature (size, slant, tails etc.) exaggerated.

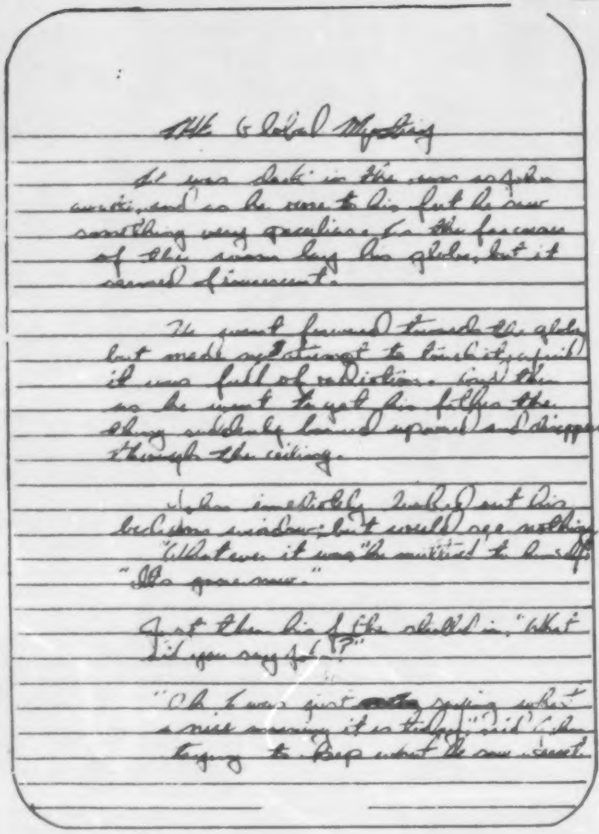
PROVINCIAL RESULTS (Grade 12)

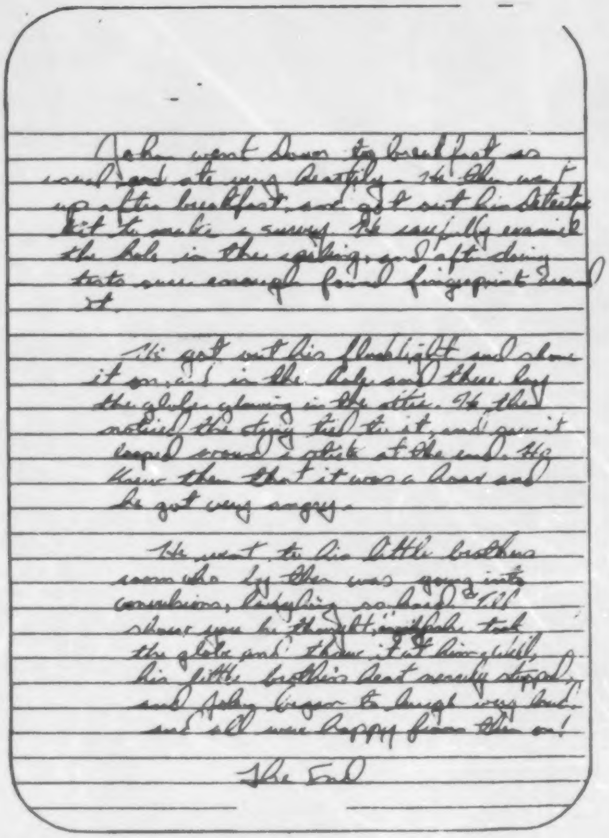
Scale Points	1	2	3	4
Percent of Students	2	31	47	20

*

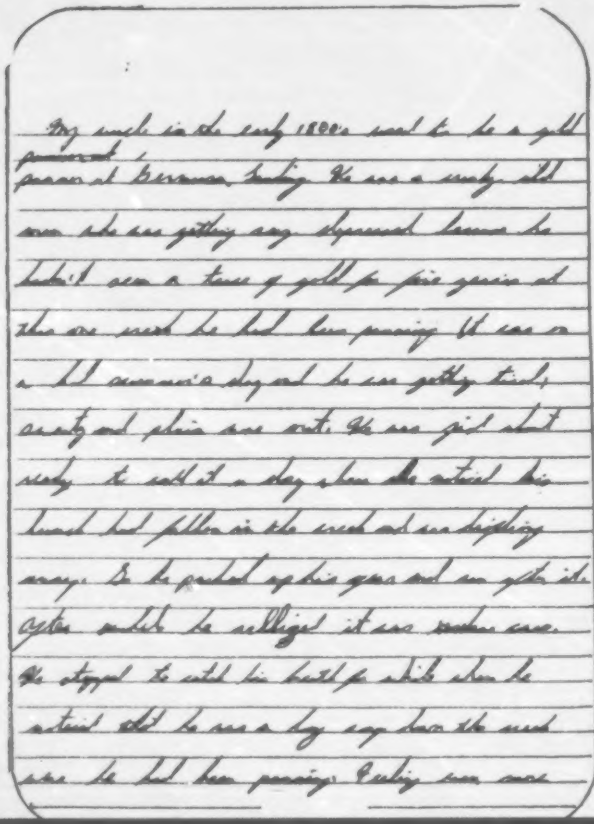
*Interpretation Panel cut-off point.

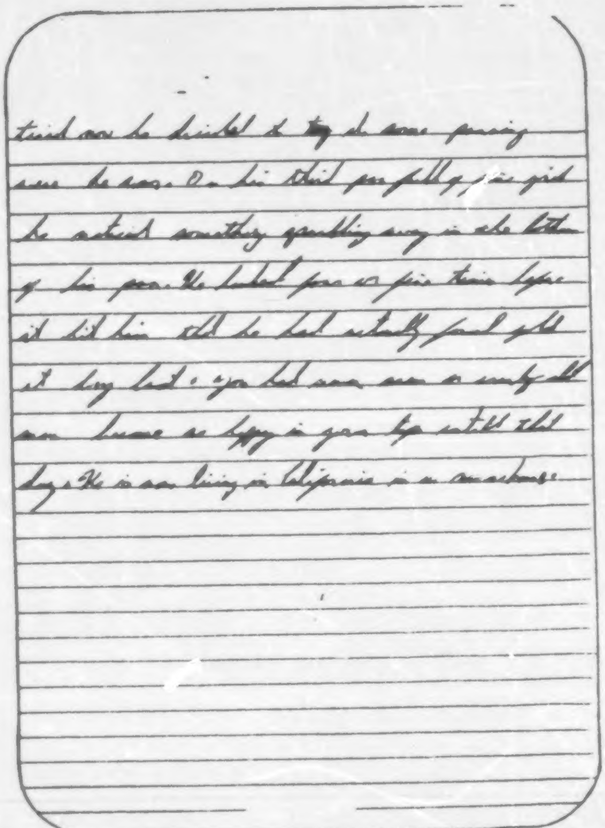
SCALE POINT 1



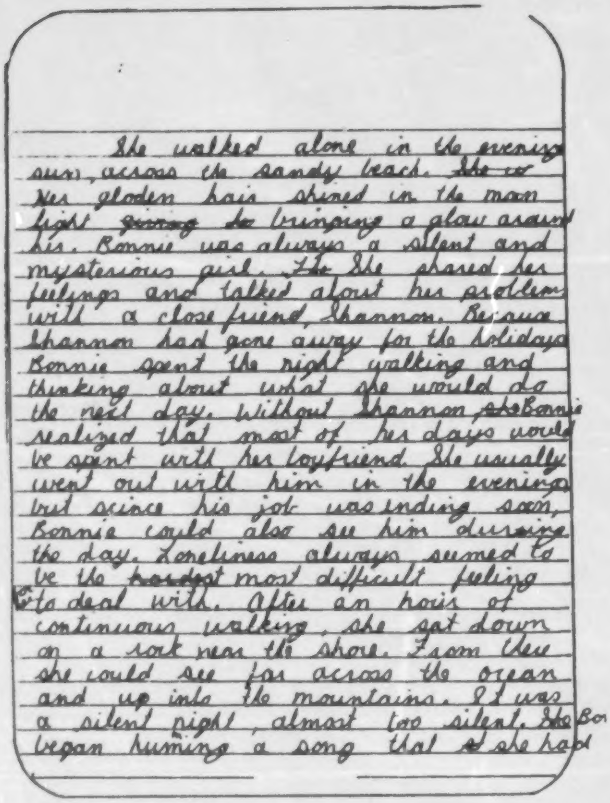


SCALE POINT 2

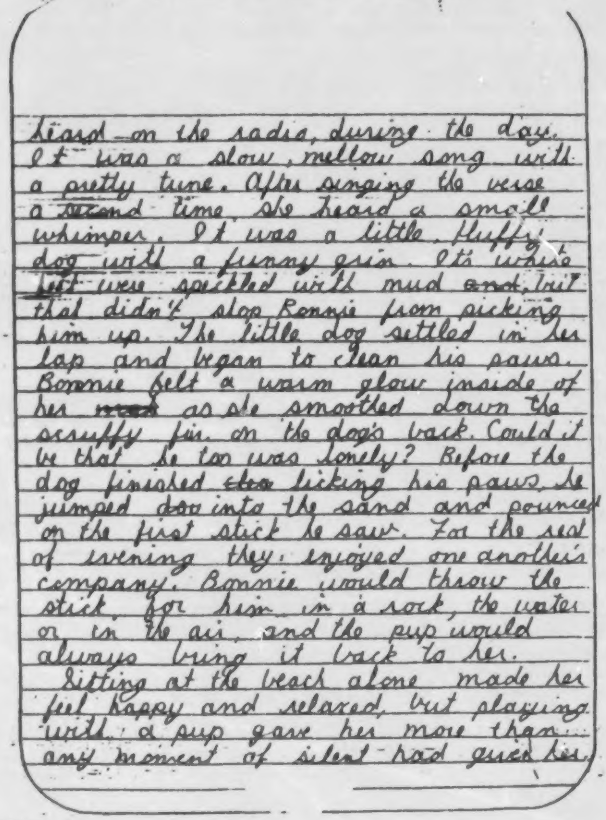




SCALE POINT 3



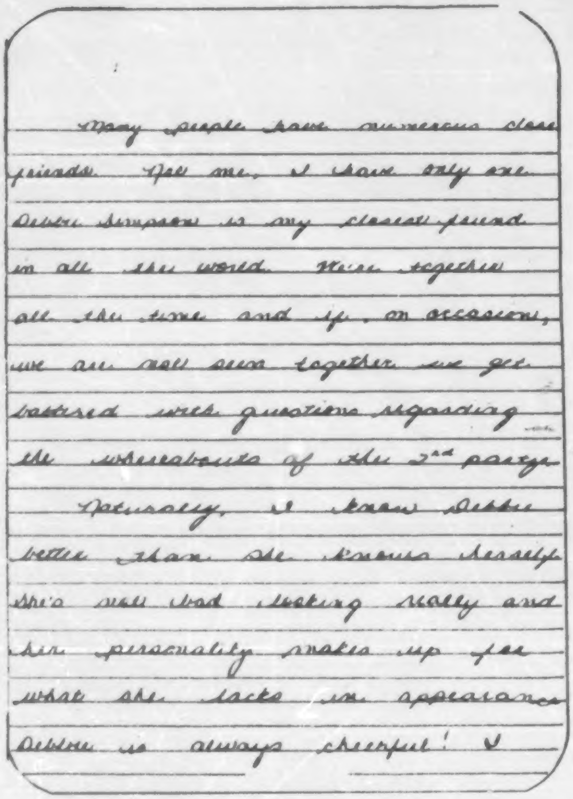
She walked alone in the evening sun, across the sandy beach. ~~She w~~ Her gloden hair shined in the moon light ~~giving~~ ~~to~~ bringing a glow around her. Bonnie was always a silent and mysterious girl. ~~The~~ She shared her feelings and talked about her problem with a close friend, Shannon. Because Shannon had gone away for the holidays Bonnie spent the night walking and thinking about what she would do the next day. Without Shannon, ~~she~~ Bonnie realized that most of her days would be spent with her boyfriend. She usually went out with him in the evenings but scince his job was ending soon, Bonnie could also see him duraing the day. Loneliness always seemed to be the ~~hardest~~ most difficult feeling to deal with. After an hour of continuous walking, she sat down on a rock near the shore. From there she could see far across the ocean and up into the mountains. It was a silent night, almost too silent. ~~She~~ Bon began huming a song that ~~it~~ she had



heard on the radio, during the day. It was a slow, mellow song with a pretty tune. After singing the verse a second time, she heard a small whimper. It was a little, fluffy dog with a funny grin. It's white feet were speckled with mud ~~and~~, but that didn't stop Bonnie from picking him up. The little dog settled in her lap and began to clean his paws. Bonnie felt a warm glow inside of her ~~mind~~ as she smoothed down the scruffy fur on the dog's back. Could it be that he too was lonely? Before the dog finished ~~clea~~ licking his paws, he jumped ~~doo~~ into the sand and pounced on the first stick he saw. For the rest of evening they enjoyed one another's company. Bonnie would throw the stick, for him in a rock, the water or in the air, and the pup would always bring it back to her.

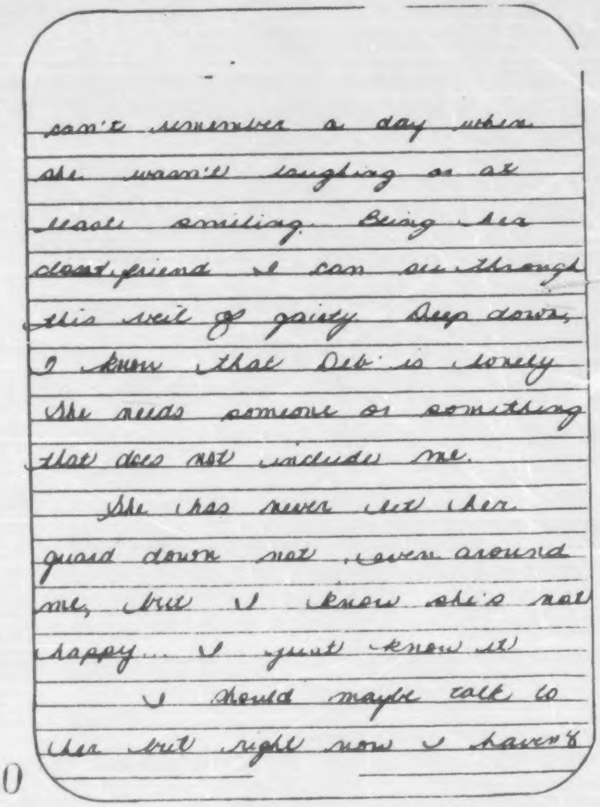
Sitting at the beach alone made her feel happy and relaxed, but playing with a pup gave her more than any moment of silent had gived her.

SCALE POINT 4



Many people have numerous close friends. For me, I have only one. Debbie Simpson is my closest friend in all the world. We're together all the time and if, on occasions, we are not seen together we get bothered with questions regarding the whereabouts of the 2nd party.

Personally, I know Debbie better than she knows herself. She's not bad looking really and her personality makes up for what she lacks in appearance. Debbie is always cheerful! I

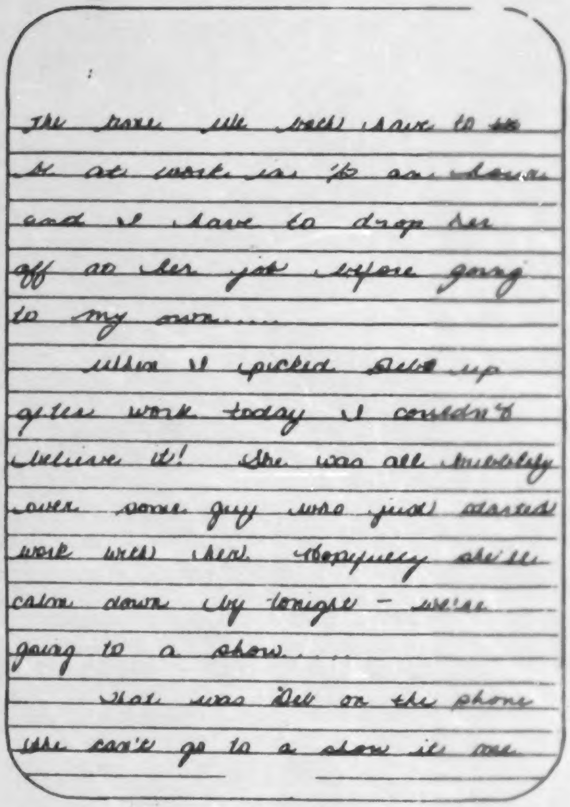


can't remember a day when she wasn't laughing or at least smiling. Being her closest friend I can see through this veil of gaiety. Deep down, I know that Deb is lonely. She needs someone or something that does not include me.

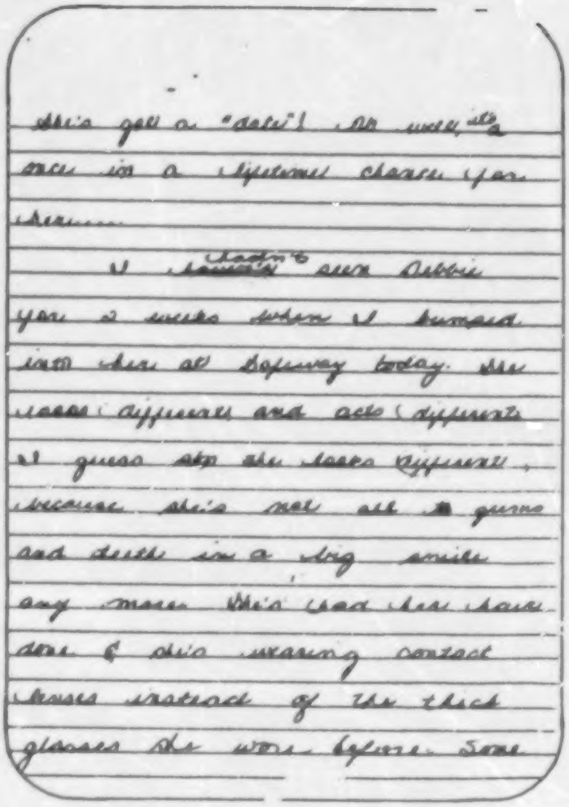
She has never let her guard down not, even around me, but I know she's not happy... I just know it.

I should maybe talk to her but right now I haven't

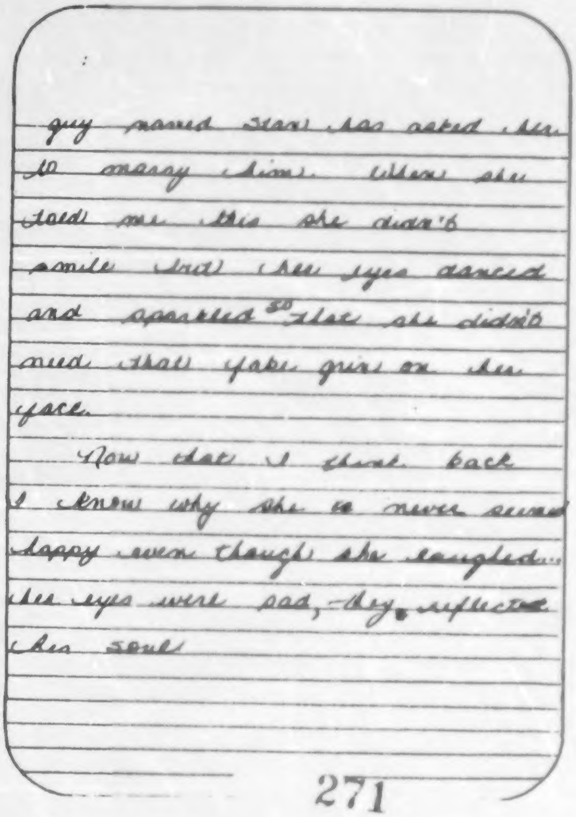
SCALE POINT 4 (cont'd)



The time we both have to be
at work is 1/2 an hour
and I have to drop her
off at her job before going
to my own.....
When I picked Deb up
after work today I couldn't
believe it! She was all bubbly
over some guy who just started
work with her. Hopefully she'll
calm down by tonight – we're
going to a show....
That was Deb on the phone
she can't go to a show it seems



She's got a "date"! Oh well, it's a
once in a lifetime chance for
her.....
I ~~haven't~~ hadn't seen Debbie
for 2 weeks when I bumped
into her at Safeway today. She
looks different and acts different.
I guess she looks different
because she's not all ~~a~~ gums
and teeth in a big smile
any more. She's had her hair
done & she's wearing contact
lenses instead of the thick
glasses she wore before. Some



guy named Stan has asked her
to marry him. When she
told me this she didn't
smile but her eyes danced
and sparkled so that she didn't
need that fake grin on her
face.
Now that I think back
I know why she ~~is~~ never seemed
happy even though she laughed...
her eyes were sad, they reflected
her soul.

SUGGESTIONS FOR TEACHING:

(1) Prepare overhead or photocopied sheet of different styles of handwriting or calligraphy.

(2) Students may be interested in a brief discussion of handwriting analysis (graphology) as it reveals character.

(3) Transparencies of examples of handwritings are useful in class discussion of what is or is not good penmanship. The students should be given the scale itself in order to remind them that it is a skill to be learned and developed. Working with letters and filling in of forms are good places where practical application of the skill should count.

NARRATIVE AND EXPOSITORY WRITING

(SUBSCALE FOR VOCABULARY)

The terminology in these scales is somewhat vague and general. Teachers might well consider revising them in the direction of specificity and concreteness.

In using the following scales and samples of student writing please make reference to the test exercises, which are reproduced on pages N/E2 - N/E8 of this package.

This skill is referred to as SKILL 65 at the grade 8 level and as SKILL 75 at the grade 12 level in the Assessment of Written Expression reports.

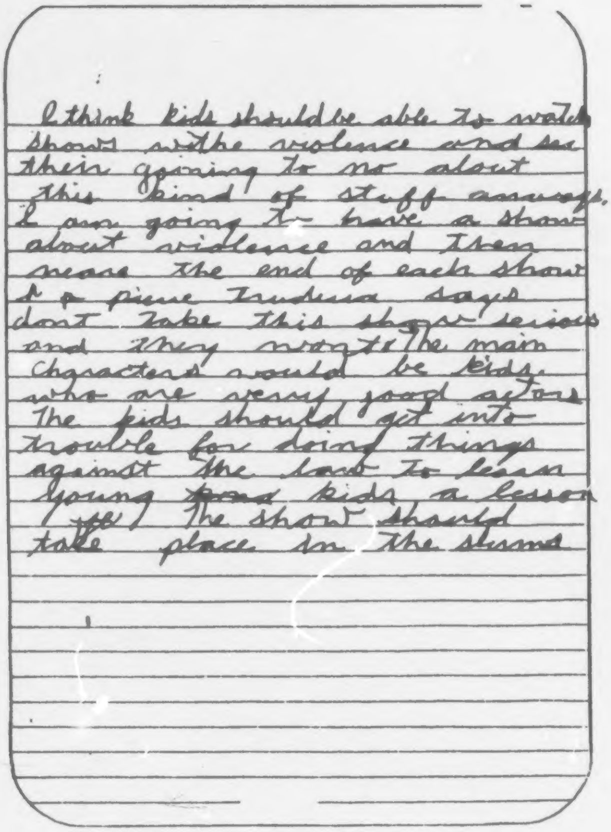
Basis of the scale:	Appropriateness, variety and specificity. NOT COMPLEXITY.
Scale Point 1:	Limited vocabulary - basic words used in a conventional manner. Often contain errors in word use. "Childish".
Scale Point 2:	Some attempt at word variety and specificity, but tend to be generally conversational and rely on "broad concept" words.
Scale Point 3:	Uses specialized words (for example, "shuffled" rather than "walked"). Evidence of word choice for variety - not repetitive. However, somewhat lacking in sophistication or maturity.
Scale Point 4:	Superior vocabulary used with precision. Sophisticated. Appropriate to subject matter.

PROVINCIAL RESULTS (Grade 8)

Scale Points	1	2	3	4
Percent of Students	34	36*	20	8

*Interpretation Panel cut-off point.

SCALE POINT 1



I think kids shouldbe able to watch
shows withe violence and see
their gaining to no about
this kind of stuff annways.
I am going to have a show
about vidlence and then
neare the end of each show
I ~~a~~ piece Trudena says
dont take this show serious
and they wrote the main
Characters would be kids.
who are very good actors
The kids should get into
trouble for doing things
against the law to lean
young ~~pros~~ kids a lesson
(~~ye~~) The show should
take place in the slums

SCALE POINT 2

Dear Sir(s) or Madam

In awnser to your queston what would teenagers like to watch if they had thier choice. Well I thought about this alot and most of my friends and I like comedies and mild dramas and crime shows.

My friends all seem to like situation comedys like all in the family, Mash, One day at a time, Quark, Happy days, Lawerine and Shirley and all the British Comedys on channels 12+9 like Doctor in the house, ~~One~~ On the Busses, Faultey towers and everyones favirite Monty Pythons Flying Circus.

Most teenagers really like the late night comedys like ~~[illegible]~~ Johnny Carson but can only stay up to watch them on Fridays and hoildays.

Satuarday night live is also a favorite show which all my friends watch if the can keep thier eyes open long enough

Most of my friends like mild Dramas with a little humor mixed in like Chips or James at fifteen (before it was taken off the air) Almost all my friends like "The Rockford files" and "Richie Brokelman privite eye" and the new Marvel Comic series of shows "The Amazing Spider man" and the other one "The incred-eble Hulk" My personal favirite show is Baa Baa Black Sheep also known as Black Sheep Squadron" with the rockford files in a very close second. Quincy is also liked by many of my friends.

Crime shows also rank in favorites. Starsky and Hutch seems to be liked by the girls because of the actors but the boys like it because of the action in it. Police Story is liked By some but not all of my friends I don't really like it much. Crime movies are also liked alot because the action ~~[illegible]~~ involved and not so much the violence in it

So those are about the main shows teenagers like at least around here anyway so I hope this will help you to make a good sheduale next year. Thanks

SCALE POINT 3

The Problem

What is this little girls problem? Why does she look so sad? ~~Mostly~~ Maybe it's because she is hungry and supper isn't ready. ~~Maybe~~ Trish has problems a little more complicated ~~than~~ maybe that her parents are alcoholics or they are divorced. Any one of thousand problems and hundreds more ~~problems~~ is what is making her sad.

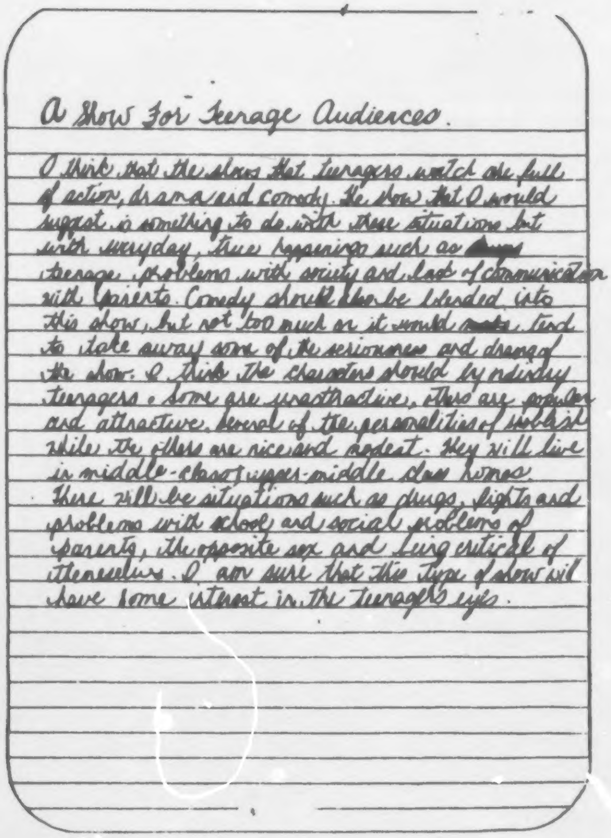
Lets go and ask her about her problem.

"Hi", I said gently.
"Hi", she replied
"What is the matter, I asked."
"She said with tears in her eyes" "nothing"
"Where is your mommy?" I asked
"She's in the bar down the town" she sniffled "and I don't have anything to eat. So I set the table just like mommy used to before daddy went away"
"Where did your daddy go?" I asked.
"I don't know," she replied sadly," when he and mommy had the fight he ran away and I never saw him anymore."
" I asked: Why were they fighting?"
"They were fighting because mommy said that daddy stayed at his friends house overnight" she said.
"Do you know the name of the bar that your mommy is at", I asked.
"She showed me a slip of paper with the name "The Pub" and a phone number on it. Upon handing it to me she said
"Mommy said to phone her there if anything happened."
After talking to this girl I figured that she was the kid who needed her mother and father living once.

I then went to the pub and found the girls mother. I took her out for a cup of coffee and asked her why she and her husband had separated.
"She said that he had been staying at some girls apartment." I asked her where he was now. She gave me the address. I drove over to his flat and without knocked on the door. Out came this nice looking guy with muscles of steel I asked if I could talk to him about the fight he had with his wife. I asked why he separated from ~~with~~ his ~~beloved~~ wife. He said he got thrown out because he stayed overnight at a friends apartment. He also said that his friend told him that if he were ever in Atlanta to look him up. He went to the phone and she talked him into staying the night. She said that he may as well stay because she was just leaving on a trip to Japan. (She is a stewardess) ~~[illegible]~~

I thanked him for the information and left. I went back to the Pub and explained this to his wife. She said that she felt like a fool for throwing him out of the house and asked if we would give her a ride to his place right away. I did and she ran into his arms and told him what she thought had happened. They reunited, the little girl was once happy and they all went out to [illegible] for supper.

SCALE POINT 4



A Show For Teenage Audiences.

I think that the shows that teenagers watch are full of action, drama and comedy. The show that I would suggest is something to do with these situations but with everyday, true happenings such as teenage problems with society and lack of communication with parents. Comedy should also be blended into this show, but not too much or it would tend to take away some of the seriousness and drama of the show. I think the characters should be ordinary teenagers. Some are unattractive, others are popular and attractive. Several of the personalities of selfish while the others are nice and modest. They will live in middle-class or upper-middle class homes. There will be situations such as drugs, fights and problems with school and social problems of parents, the opposite sex and being criticle of themselves. I am sure that this type of show will have some interest in the teenager's eyes.

Basis of the scale:	Concerned with appropriate word choice and level of vocabulary as well as consistency in level of expression (i.e. no illogical shifts from formal to informal, technical to nontechnical etc.). An underlying dimension of specificity regarding concept in the use of words. Weaknesses and errors include: immature combination of words, diction problems such as the use of clichés, overgeneralizations, colloquialisms and jargon; unnecessary shifts in person; and 'basis' vocabulary used in a conversational manner.
Scale Point 1:	No apparent attempt at deliberate word selection. Relies on generally used words and is repetitive. Generally conversational in tone. Frequent use of 'wrong word' (i.e. incorrect in meaning). Communication is not clear. Might be characterized as 'childish'.
Scale Point 2:	No apparent attempt at deliberate word selection. Lacks specificity and often consistency. Generally conversational in tone and relying on 'ready-made' language and broad concept words. Some evidence of variety. Occasional instances of use of the 'wrong' word.
Scale Point 3:	Some weaknesses evident, as in a lack of specificity, a tendency to conversational tone, or reliance on ready-made language such as clichés and jargon.
Scale Point 4:	Evidence of deliberate word selection for effect and variety. No errors, but does not display the 'command' evident in scale point 5.
Scale Point 5:	Sophisticated use of 'educated adult' vocabulary. Indicates respect of the conventions of writing and 'control' (as in the use of elevated language, precision and consistency - 'apt turn of phrase'). No errors. No misuse of polysyllabic words. Communication is clear.

PROVINCIAL RESULTS (Grade 12)

Scale Points	1	2	3	4	5
Percent of Students	8	29	39	18	6

*Interpretation Panel cut-off point.

SCALE POINT 1

Here I was on my way to the NHL. I had gotten picked in the first round draft by the Buffalo Sabres and they were laying out a pretty big lump of bread for me. So I had to prove myself to the Coach. What am I seeing here who's that over there with his back to me lacing up his skates. Oh no! It can't be its Gilbert Perreault my boyhood idol. Imagine me Fredrick Lipsky playing along side this star.

The coach wanted us out on the ice for our first work out. I felt I had to keep up with these guys if I wanted to hold my spot with the team there were other rookies fighting for the same job as me. I worked and worked although I was a bit tight and nervous when Gilbert came up to me and said I was doing real great and not to be so tight. This did it we joked for a little while about the times when I used to watch him at the coliseum in Vancouver when they were in town to play the Canucks. The subject soon got to thirst and we headed down to a small pub which all the players go to it was sort of like Fred Gilmore restaurant in [redacted] Nanaimo. With hockey pictures and souvenirs all over the walls. I ordered a few beers for the both of us and a gorgeous young waitress brought it over. Boy did I like what I saw I was about to make a pass at her when she went up and gave Gilbert a big hug and kiss what am I seeing this guys marriage. Then we were introduced Fred I. Lipsky I would like you to meet my wife Mildred. What was this she was a beer slinger on his wages. Then they explained that they owned the bar and I said far out. Then she promptly sat down beside us. Wow I thought to myself this here really was the big time. There was to be a little get together here at the bar tonight for the team to get together as they had all been away from each other in the off season. You know the guys were the [illegible] wives went to one side and introduced themselves to all the new wives and girlfriends and the guys sat and talk over last season and other team basically [illegible] hockey stuff. I hadn't [illegible] any escort [illegible] being but would soon find one as it turns out. Mildred sets me up with her sister Lois I thought she would be a real frog boy like her sister and boy was I right When we were introduced I stood there just drooling, well gawking over her beatiful body. She was really friendly and I soon got.

SCALE POINT 2

One miserable day my mother went shopping. She didn't mind shopping but, today it was different. She wasn't feeling well and things weren't going right. Her bread burnt and the car had a flat tire.

She finally made it to the supermarket and not in the best mood either. She entered the store and grab ~~[illegible]~~ a buggy. She was putting around the store in a daze. She accidentially knock ~~off~~ over a jar of syrup. SMASH! All over the floor. One of the clerks came over ~~and~~ started yelling at my mom.

Her day was not going right. She grab what she needed and went up to the till. The lady at the checkout rang everything up to be $250.34. Now, mother knew this was not right and she started to hoot and holler. The manager came over and they redid ~~[illegible]~~ the items and the second total came out to $125.34. Now my mother was really fuming. She had her groceries put in a bag and ~~[illegible]~~ left the store.

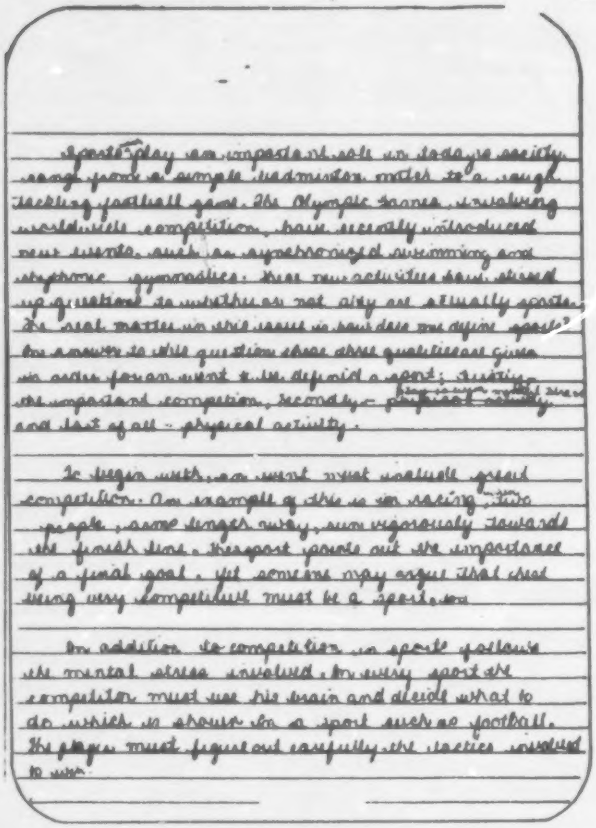
When she arrived at home, she found that dinner was made and the house had been cleaned up. She put the groceries away and made herself a cup of coffee.

Dinner was served and mother's mood was beginning to rise. She was laughing and talking about her awful day. ~~and~~

After dinner her oldest son came over with his girlfriend. He announced very proudly ~~and~~ that they were engaged. Now, this really made mother's day. She was so happy ~~[illegible]~~ for her son because she knew how happy he was.

Mother changed from down in the dumps to upin seventh heaven

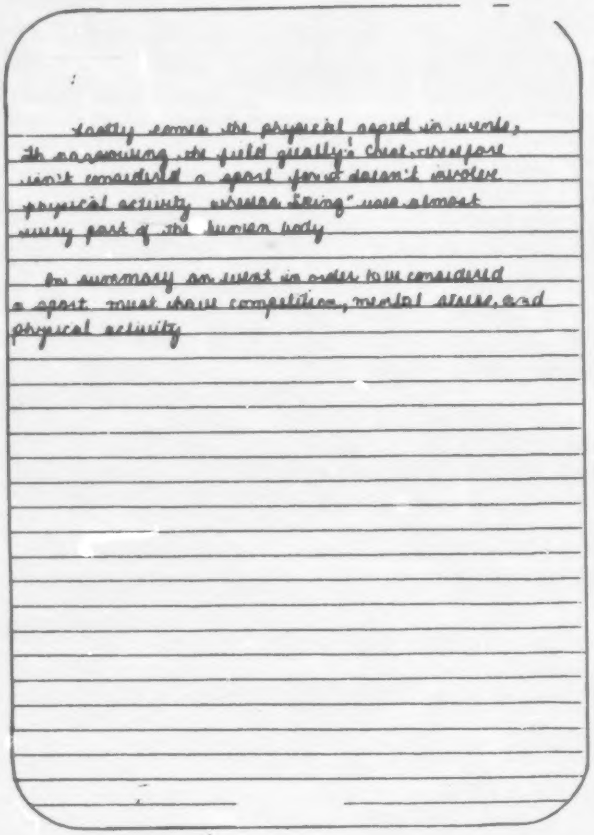
SCALE POINT 3



Sports play an important role in today's society ranging from a simple badminton match to a rough tackling football game. The Olympic Games, involving worldwide competition, have recently introduced new events such as synchronized swimming and rhythmic gymnastics. These new activities have stirred up questions as to whether or not they are actually sports. The real matter in this issue is how does one define sport? The answer to this question shows three qualities are given in order for an event to be defined a sport; firstly, the important competition, secondly – ~~physical activity~~ the involved mental stress and last of all – physical activity.

To begin with, an event must include great competition. An example of this is in racing; two people, some longer away, run vigorously towards the finish line. The sport points out the importance of a final goal. Yet someone may argue that chess being very competitive must be a sport.

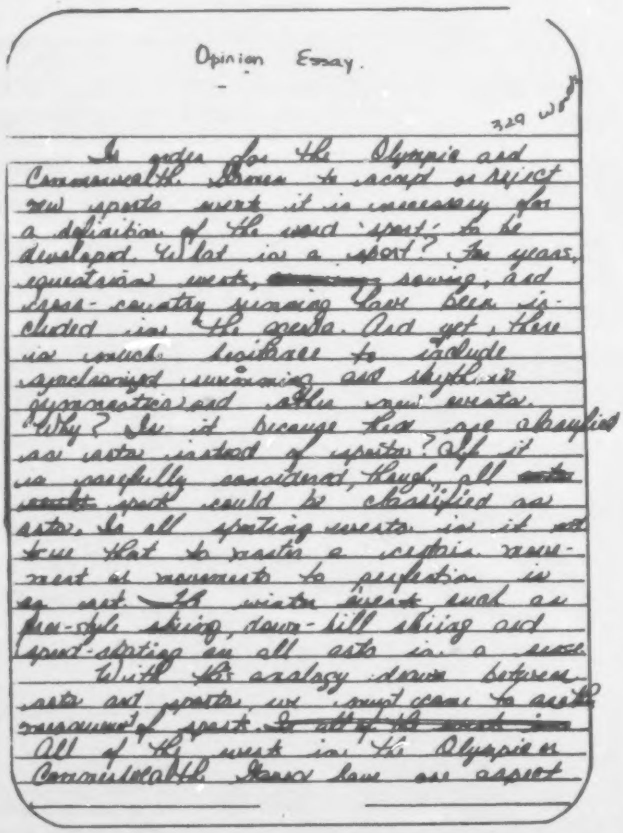
In addition to competition in sports follows the mental stress involved. In every sport the competitor must use his brain and decide what to do which is shown in a sport such as football. The player must figure out carefully the tactics involved to win.



Lastly comes the physical aspect in events. In answering the field quality's chess, therefore isn't considered a sport for it doesn't involve physical activity whereas "skiing" uses almost every part of the human body.

In summary an event in order to be considered a sport must have competition, mental stress, and physical activity

SCALE POINT 4

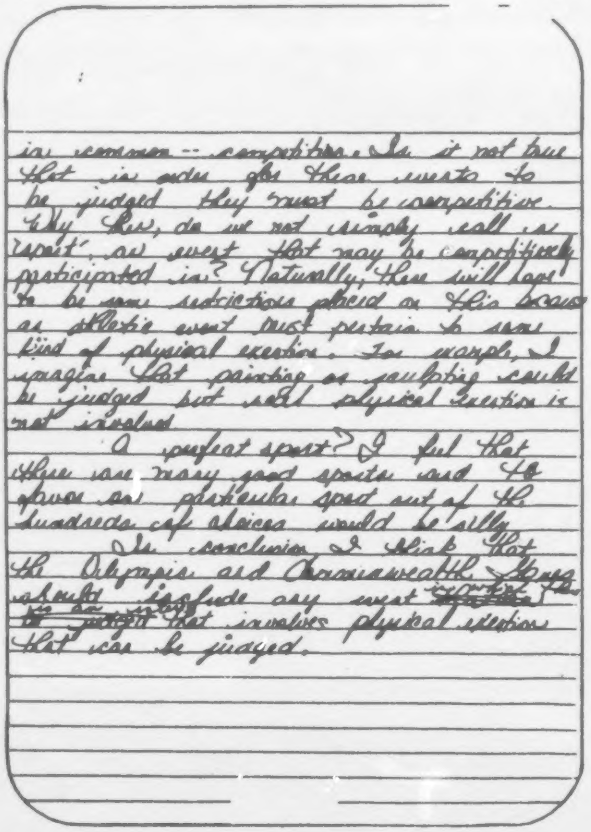


Opinion Essay.

329 words

In order for the Olympic and Commonwealth Games to accept or reject new sports events it is necessary for a definition of the word 'sport' to be developed. What is a sport? For years, equestrian events, ~~[illegible]~~ rowing, and cross-country running have been included in the sports. And yet, there is much hesitance to include synchronized swimming and rhythmic gymnastics and other new events. Why? Is it because they are classified as arts instead of sports? If it is carefully considered, though, all ~~arts~~ ~~[illegible]~~ sports could be classified as arts. In all sporting events is it not true that to master a certain movement or movements to perfection is an art. The winter events such as free-style skiing, down-hill skiing and speed-skating are all arts in a sense.

With this analogy drawn between arts and sports, we must come to another measurement of sport. ~~In all of the events in~~ All of the events in the Olympic or Commonwealth Games have one aspect

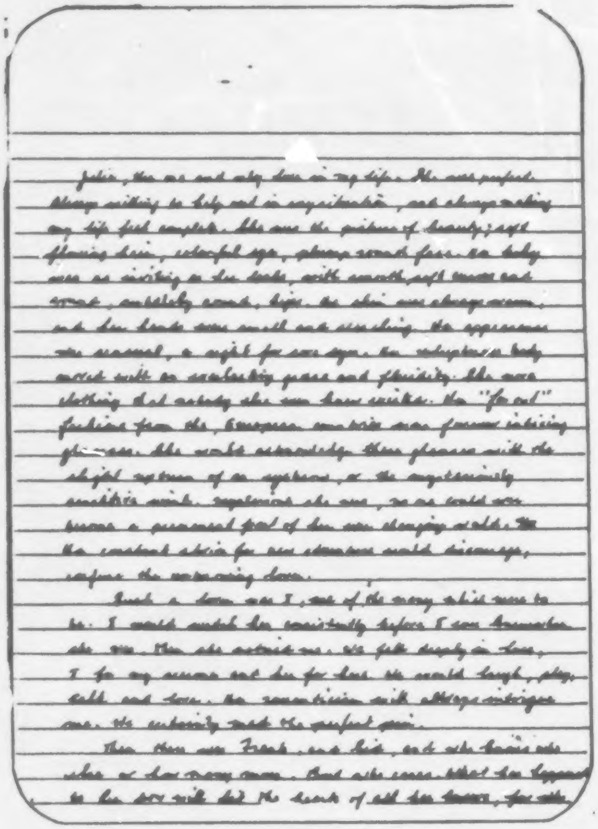


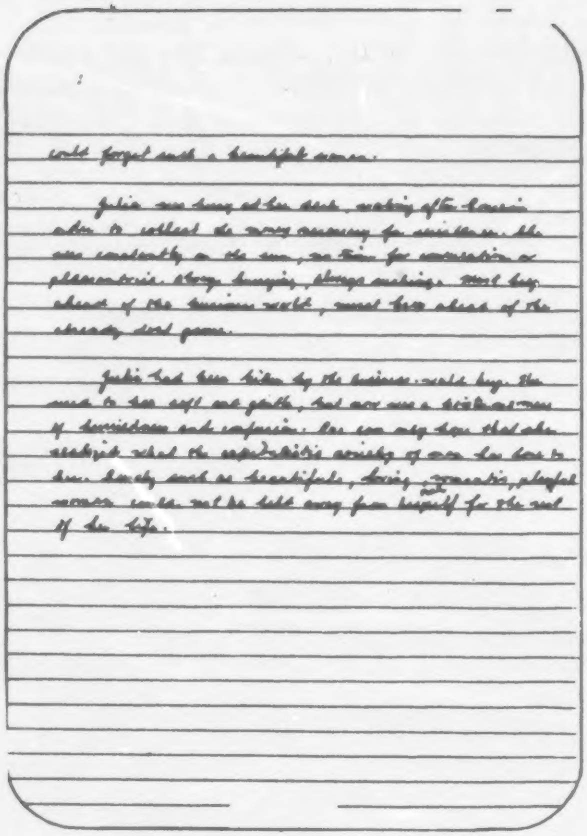
in common -- competition. Is it not true that in order for these events to be judged they must be competitive. Why then, do we not simply call a 'sport' an event that may be competitively participated in? Naturally, there will have to be some restrictions placed on this because an athletic event must pertain to some kind of physical exertion. For example, I imagine that painting or sculpting could be judged but real physical exertion is not involved.

A perfect sport? I feel that there are many good sports and to favor one particular sport out of the hundreds of choices would be silly.

In conclusion I think that the Olympic and Commonwealth Games should include any event ~~[illegible]~~ ~~to be judged~~ that involves physical exertion that can be judged.

SCALE POINT 5





SUGGESTIONS FOR TEACHING:

(1) Many directed writing exercises can be used in conjunction with this scale.

(2) Study differences between informal/colloquial, standard and formal levels of diction.

(3) Study systematically the prefixes, suffices, and roots used to create words. (Checklist & Chart)

(4) Work on context clues - see Tactics A and B series.

(5) Study a unit on the history of language and etymology to see how different language roots contribute to English diction.

(6) Involve specific vocabulary related to subject areas such as science, socials, geography; areas such as hobbies & particular sports; careers; technical & mechanical terms; theatre, drama & arts.

(7) Identify derivations of terms used in English which originated in other languages - laissez-faire; tête-á-tête; vis á vis; et cetera.

(8) Identify mythological references (ef. Isaac Asimov's book Words from the Myths).

(9) Learn to use a thesaurus.

(10) Narrative use in conjunction with writing. Ask for a dialogue passage between two characters of widely separated interest and backgrounds, each speaking in appropriate style, i.e., a universtiy professor and a fisherman.

(11) Make up a dictionary, i.e., explain Newspeak terms from 1984; explain current slang terms as defined in standard English.

NARRATIVE AND EXPOSITORY WRITING

(SUBSCALE FOR PUNCTUATION)

Sixty-two percent of Grade 12 papers were assessed at either scale point 1 or scale point 2 (below "cut-off" point established by the Provincial Interpretation Panel) on this three point scale. Increased attention to the teaching of and marking for punctuation may serve to improve this situation at all grade levels. Emphasis should be placed on punctuation as an indispensable part of comprehensibility of all written work.

In using the following scales and samples of student writing please make reference to the test exercises, which are reproduced on pages N/E2 - N/E8 of this package.

This skill is referred to as SKILL 76 at the grade 12 level in the Assessment of Written Expression reports.

Basis of the scale: Relative frequency of errors.

Scale Point 1: Relatively frequent major errors in punctuation such that the reader is forced to deliberate in order to comprehend parts of the passage.

Scale Point 2: Some major errors in punctuation and capitalization but these do not interfere with comprehension and are infrequent. Includes papers with frequent minor errors involving the misuse or omission of commas, semi-colons and apostrophes.

Scale Point 3: Includes papers with frequent minor errors involving the misuse or omission of commas, semi-colons and apostrophes. No major errors; some tolerance allowed for minor errors particularly in the use of commas.

PROVINCIAL RESULTS (Grade 12)

Scale Points	1	2	3
Percent of Students	17	45	38

*

*Interpretation Panel cut-off point.

SCALE POINT 1

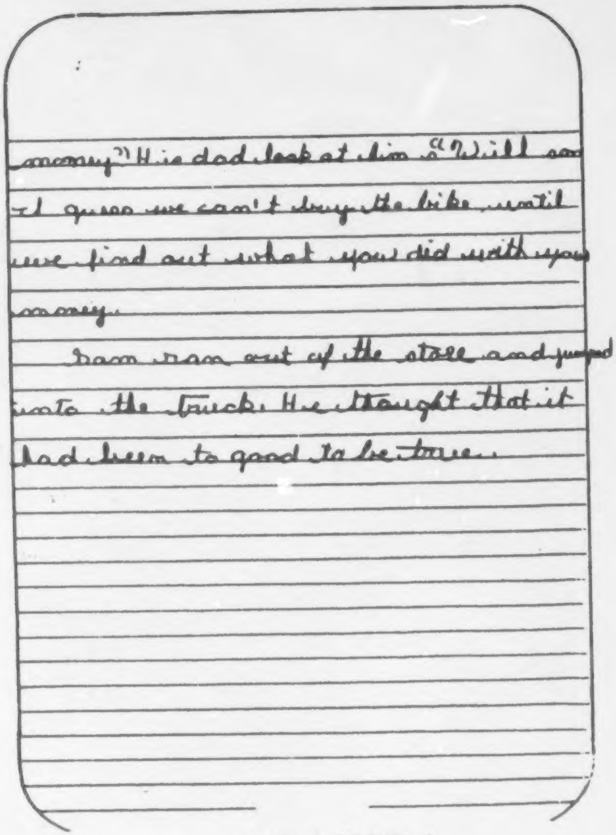
It was early in the morning, just before
sunrise The air was cool and the ground
was damp from the evenings dust. Everyone
was aslep except for Sam, to for him this
was a special day This was the day his father
was going to buy him his first ~~bike~~ motor bike.
He had always dream of riding throut the [illegible]
on his great big shiny motor bike But to think that
it was coming true after all these years, ~~was~~ made
it hard ~~just to~~ for him to sleep. So he just laid
in bed until it was time for breakfast.
He had worked after school in his dad's
store for 5 years. before he had enough money
to buy his bike. It had been a long five
years, but now it seemed like it

was all worth it. His dad had been
wright, it ~~does~~ did fell better to work for what
you want. He had living proof, it was
all in his bank account.
"Sam are you ready for breakfast"
his mother called from down stairs. "I will
be right down, just have to dress and
~~wash~~ wash" Sam reply in ~~excitement~~ excitement
He could hardly eat he was so
~~[illegible]~~ excited, the thoughts of him owning a
motor bike, made it hard for him to
do anything else.
"You eat your breakfast son, or
we will ~~be late for~~ never get to that
motor bike shop" his father said in a half

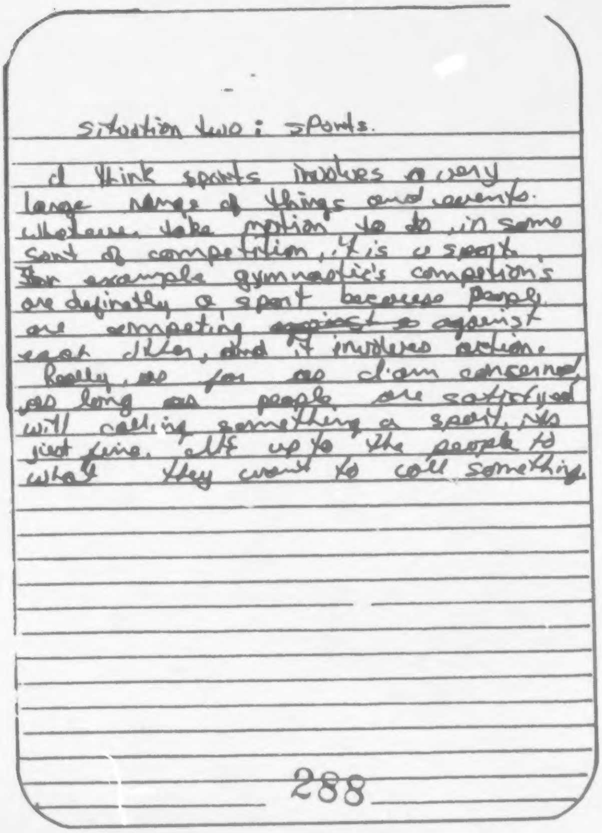
amused voice. Sam looked & smiled and
started to eat quickly. He didn't want
to waste a single minutue of time. He just
~~want~~ had to get his bike and ride it. He took
his last mouthful, stood up and went
over to where his coat and shoes where.
"Dad lets gett going, the waiting is
killing me". Sam ~~[illegible]~~ caid out. His dad
rouse from his seat, put on his coat
and shoes, ~~off the~~ went out to the truck
Sam jumped in beside him and said
"Lets go". The truck rumbled as they drove
off the yard. Mom stood by the door
and waved goodbye.

When they got to motor shop, sam
jumped out of the truck and ran into the
store. He walked up to the bike that he
wanted, ~~[illegible]~~ this the bike that I want
dad. He walked around it a couple of
times, ~~and~~ then looked up smiled at sam
~~[illegible]~~ "It's okay son if you want you
can have it" Sam almost fell backward
this is to much, my dream come true.
~~But all of [illegible] this was a [illegible]~~
But when he went to pay for it,
he realized that he didn't have ~~the~~
~~him~~ his money any more. Looked up
at his dad "dad I think I lost my

SCALE POINT 1 (cont'd)


money?" His dad look at him. "Will son
I guess we can't buy the bike until
we find out what you did with your
money.
Sam ran out of the store and jumped
into the truck. He thought that it
had been to good to be true.

SCALE POINT 2


Situation two: sports.
I think sports involves a very
large range of things and events.
Whatever take motion to do, in some
sort of competition, it is a sport.
For example gymnastic's competion's
are definetly a sport because people
are competing ~~against~~ a against
each other, and it involves action.
Really, as far as I am concerned,
as long as people are satisfyed
with calling something a sport, its
just fine. It's up to the people to
what they want to call something.

NARRATIVE AND EXPOSITORY WRITING: SUBSCALE FOR PUNCTUATION EXERCISE 3 N/E 107

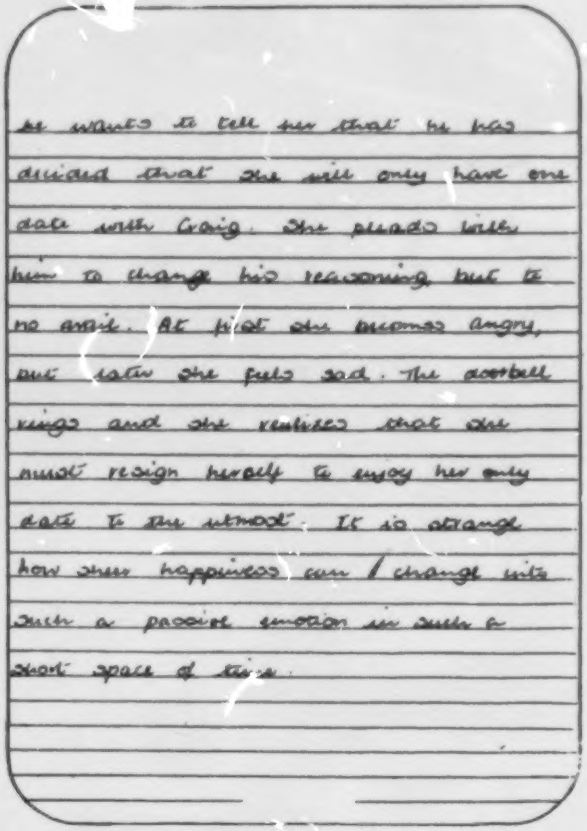
SCALE POINT 3

Esther is tired after a long day at school; her body is weak with an attack of influenza, yet she is in mental [illegible] ecstasy. Tonight she encounters a challenge, her first "real" date. She wanders aimlessly around the house, inventing the future outcome of this date, in her mind. There is, however, a part of her that is worried. There are so many questions that present themselves over and over again. Will he enjoy her company? Will the movie she picked out delight his taste? Will they find one another interesting company? There are many more and all unanswered. She counsels herself: "Do not act false, be yourself." Suddenly, she jolts herself from this train of thought and busies herself with chores. She sits and writes out a long list of all the things that have to be done before she can even go on her date.

Hours later, as Esther is applying the final touches to her makeup, she hears the door open. It will be her father coming home from work. She remembers his anger last night when he heard she was going out with Craig. He was upset because she had not asked anyone's permission. After a whole day he should be much calmer now and more susceptible to her want to talk. She stops what she is doing and goes downstairs. Greeting him, she points out that dinner is ready and may be eaten as soon as he wished. They talk about the night before and he tells her that he is no longer annoyed, but still a little [illegible] hesitant to allow her to see Craig on a steady basis. He feels that their age difference is so critical. His argument is that she is still a child, merely sixteen years old, Craig is a working man. No-one is angry, but they decide to end the conversation.

Dinner passed and as soon as she is finished doing the dishes, Esther returns upstairs to finish dressing She is still very happy and beginning to get nervous, after all she only has half an hour left. Being ready early, she goes downstairs once more and occupies herself reading a book. Her father enters the room and she looks up questioningly. He says that

SCALE POINT 3 (cont'd)



he wants to tell her that he has
decided that she will only have one
date with Craig. She pleads with
him to change his reasoning but to
no avail. At first she becomes angry,
but later she feels sad. The doorbell
rings and she realizes that she
must resign herself to enjoy her only
date to the utmost. It is strange
how sheer happiness can / change into
such a passive emotion in such a
short space of time.

SUGGESTIONS FOR TEACHING:

(1) Provide a checklist or chart with examples and rules; have students proofread, edit and correct either their own work or the work of others.

(2) Review punctuation marks as specific signals for meaning, i.e. dialogue, items in a series, interrogation or exclamation.

(3) Apply the scale in conjunction with other skills from directed writing, i.e., letter and envelope, formal social letter. Refer to proofreading skills.

(4) Give students passages of prose with punctuation marks removed; ask for necessary marks to be placed where required. As an oral follow-up, the class checks the completed exercise and discusses rules for each case, as a review.

(5) Create sentences where meaning is dependent on punctuation and ask for marks to be put in; discuss finished result. i.e. Men, say, women, are silly. Or, Men say women are silly.

TEACHING AND EVALUATING
STUDENT WRITING

Proofreading Skills

(Secondary Grades)

LEARNING ASSESSMENT BRANCH
THE MINISTRY OF EDUCATION
PROVINCE OF BRITISH COLUMBIA

PROOFREADING SKILLS
(SECONDARY GRADE LEVELS)

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Grammatical Usage P4
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Sentence Structure P30
Appropriate Word Choice P38

INTRODUCTION

The exercises in the following section require students to locate mechanical errors and to correct them. The exercises continue to develop the themes established in the Directed Writing sections. At the Grade 8 (Exercise 2) level the newspaper editor requires assistance from his Junior Reporter. At the Grade 12 (Exercise 3) level the student is taking the place of Aunt Libby, who assists the editor of the Gauge Gazette. The introductory pages from the assessment tests are reproduced on the following pages.

Each exercise is accompanied by its marking key and a graph showing the provincial results. The skills which were tested at the three assessment grade levels are indicated in the table below:

Proofreading Skill	Exercise 1 (Grade 4)	Exercise 2 (Grade 8)	Exercise 3 (Grade 12)
Apostrophes	X	X	
Grammatical Usage	X	X	
Capital Letters	X	X	
Abbreviations	X	X	
Appropriate Word Choice		X	X
Sentence Structure		X	X
Quotation Marks		X	X
Capital Letters and Punctuation			X

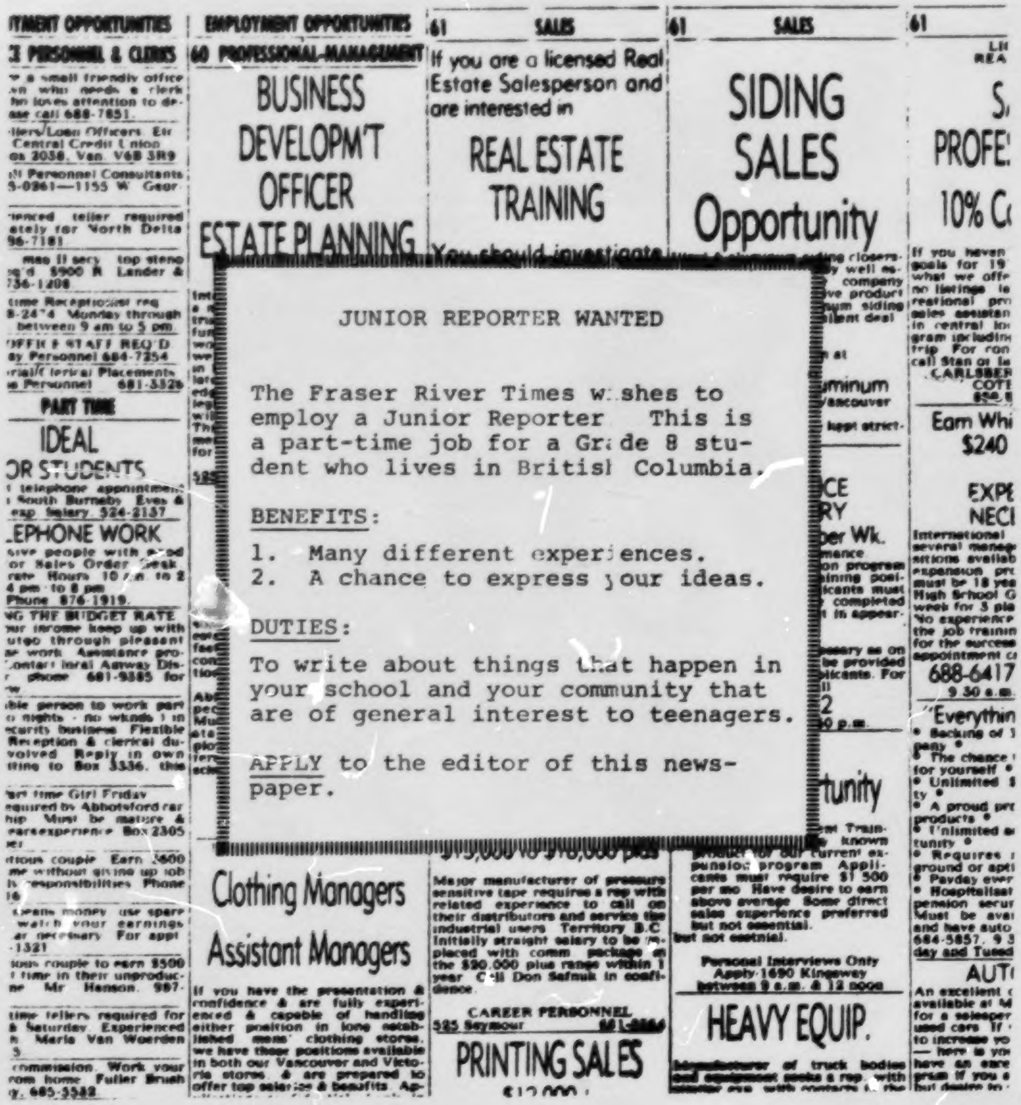
Teachers who use the exercises in this package should be aware that such exercises can become quickly overused. Use your own proofreading exercises, if possible, or use materials from textbooks or from commercially-available sources.

READ THE GENERAL INTRODUCTION TO THIS PACKAGE BEFORE
USING ANY OF THESE MATERIALS WITH YOUR CLASSES.

INTRODUCTION TO GRADE 8 EXERCISES

When this ad appeared in your local weekly newspaper you applied for the job - and got it. Congratulations! Turn the page to find out what you have to do.

Employment Opportunities



EMPLOYMENT OPPORTUNITIES

60 PROFESSIONAL-MANAGEMENT

BUSINESS DEVELOPM'T OFFICER ESTATE PLANNING

61 SALES

If you are a licensed Real Estate Salesperson and are interested in

REAL ESTATE TRAINING

SIDING SALES Opportunity

PART TIME

IDEAL FOR STUDENTS

TELEPHONE WORK

Clothing Managers

Assistant Managers

CAREER PERSONNEL

PRINTING SALES

HEAVY EQUIP.

JUNIOR REPORTER WANTED

The Fraser River Times wishes to employ a Junior Reporter. This is a part-time job for a Grade 8 student who lives in British Columbia.

BENEFITS:

1. Many different experiences.
2. A chance to express your ideas.

DUTIES:

To write about things that happen in your school and your community that are of general interest to teenagers.

APPLY to the editor of this newspaper.

As part of your work on the Fraser River Times, you sometimes have to make corrections in material that other people have written.

Here is your copy with the editor's instructions. Read the editor's notes on each page. Look for the kind of mistakes she describes. Correct any errors you find.

INTRODUCTION TO GRADE 12 EXERCISES

In the summer of 1977 you spent the last week of June managing a store and gas station in the small town of Gauge, B.C.

You were helping out your Aunt Libby, who was on vacation. One thing she forgot to tell you was that she assists the editor of the local weekly paper, the Gauge Gazette. As a result, you find yourself given the job of correcting errors in the rough drafts of the paper.

Some of the rough drafts of the edition for July 1st are printed on the following pages. Each page includes a comment from the editor, Clarence Wenzel. Please carry out the editing tasks called for, and correct any errors you find.

PROOFREADING SKILLS: GRAMMATICAL USAGE

This skill is referred to as SKILL 80 in the Assessment of Written Expression reports.

PROOFREADING SKILLS: GRAMMATICAL USAGE **EXERCISE 2**

SPORTS REPORT

EDITOR'S NOTE: This copy came in from our Grade 7 reporter. Each item may have a mistake in it - a wrong word, wrong punctuation, or words missing.

ASSIGNMENT: Correct each of the following items where necessary. You may cross out, add, or change words or punctuation. Some items may not need to be changed. The example has already been corrected.

EXAMPLE: Everybody in Grade 7 ~~did~~ want~~s~~ed to play on a team.

a. Terry and me are on the volleyball team.

b. A list of instructions were given to us.

c. One instruction says each member of the volleyball team must carry their own strip.

d. Just between you and I the new coach is very strict.

e. We don't never have an easy practice.

f. Although volleyball is my favorite sport.

g. Kelly is better at serving than Terry but she doesn't spike the ball as good.

h. Only one of them can be captain, tomorrow we'll find out who it will be.

i. We can't use the old gym any more. Because it burned down.

j. After burning all night, we couldn't find much of the equipment left.

PROOFREADING SKILLS: GRAMMATICAL USAGE **EXERCISE 2**

SPORTS REPORT

EDITOR'S NOTE: This copy came in from our Grade 7 reporter. Each item may have a mistake in it - a wrong word, wrong punctuation, or words missing.

ASSIGNMENT: Correct each of the following items where necessary. You may cross out, add, or change words or punctuation. Some items may not need to be changed. The example has already been corrected.

MARKING KEY

EXAMPLE: Everybody in Grade 7 ~~did~~ want~~s~~ed to play on a team.

a. Terry and ~~me~~ I are on the volleyball team.

b. A list of instructions ~~were~~ was given to us.

c. One instruction says each member of the volleyball team must carry ~~their~~ his/her own strip. (or "members")

d. Just between you and ~~I~~ me the new coach is very strict. (or: "us")

e. We ~~don't~~ never have an easy practice.

f. ~~Although~~ Volleyball is my favorite sport. (or: add main clause)

g. Kelly is better at serving than Terry but she doesn't spike the ball as ~~good~~ well.

h. Only one of them can be captain; tomorrow we'll find out who it will be. (or: . Tomorrow..." OR: add conjunction)

i. We can't use the old gym any more○ ~~B~~because it burned down. OMIT PERIOD

j. After the gym burn~~ing~~ed all night, we couldn't find much of the equipment left.

NOTE: ONLY THE MOST FREQUENTLY OCCURING CORRECTIONS ARE INDICATED HERE. MANY OTHERS WERE ACCEPTABLE AND SCORED CORRECT.

POSSIBLE SCORE = 10

PROOFREADING SKILLS: GRAMMATICAL USAGE

PROVINCIAL ASSESSMENT RESULTS

EXERCISE 2 (Grade 8)

Number Correct	% of Students
0	1
1	4
2	15
3	27
4	23
5	15
6	9
------------	------------*
7	4
8	<2
9	<1
10	0

*Interpretation Panel cut-off point.

PROOFREADING SKILLS: CAPITAL LETTERS

This skill is referred to as SKILL 81 in the Assessment of Written Expression reports.

WHERE DO NAMES COME FROM?

EDITOR'S NOTE: Our new typesetter knows that every sentence begins with a capital letter, but he doesn't know where else he should use capitals. Write a capital letter on the copy wherever you think there should be one. I have done the first sentence.

W D

Disneyland is named after walt disney.

Vancouver got its name from captain george vancouver.

A prince gave his name to prince george.

A canadian mountain, mount eisenhower, is named after president eisenhower.

Colours are used to name several seas, including the red sea - and to name a country, greenland.

Some names describe. For example, the pacific ocean is supposed to be peaceful, and so is the peace river.

Months and days are named after gods: january for janus, march for mars, thursday for thor, and saturday for saturn.

Book and movie titles often tell you what the story is about: owls in the family is about owls, and star wars is about wars in space.

WHERE DO NAMES COME FROM?

EDITOR'S NOTE: Our new typesetter knows that every sentence begins with a capital letter, but he doesn't know where else he should use capitals. Write a capital letter on the copy wherever you think there should be one. I have done the first sentence.

MARKING KEY

Disneyland is named after $\overset{W}{\text{walt}}$ $\overset{D}{\text{disney}}$.

Vancouver got its name from $\overset{C}{\text{captain}}$ $\overset{G}{\text{george}}$ $\overset{V}{\text{vancouver}}$.

A prince gave his name to $\overset{P}{\text{prince}}$ $\overset{G}{\text{george}}$.

A $\overset{C}{\text{canadian}}$ mountain, $\overset{M}{\text{mount}}$ $\overset{E}{\text{eisenhower}}$, is named after $\overset{P}{\text{president}}$ $\overset{E}{\text{eisenhower}}$.

Colours are used to name several seas, including the $\overset{R}{\text{red}}$ $\overset{S}{\text{sea}}$ - and to name a country, $\overset{G}{\text{greenland}}$.

Some names describe. For example, the $\overset{P}{\text{pacific}}$ $\overset{O}{\text{ocean}}$ is supposed to be peaceful, and so is the $\overset{P}{\text{peace}}$ $\overset{R}{\text{river}}$.

Months and days are named after gods: $\overset{J}{\text{january}}$ for $\overset{J}{\text{janus}}$, $\overset{M}{\text{march}}$ for $\overset{M}{\text{mars}}$, $\overset{T}{\text{thursday}}$ for $\overset{T}{\text{thor}}$, and $\overset{S}{\text{saturday}}$ for $\overset{S}{\text{saturn}}$.

Book and movie titles often tell you what the story is about: $\overset{O}{\text{owls}}$ in the $\overset{F}{\text{family}}$ is about owls, and $\overset{S}{\text{star}}$ $\overset{W}{\text{wars}}$ is about wars in space.

POSSIBLE SCORE = 33

PROOFREADING SKILLS: CAPITAL LETTERS

PROVINCIAL ASSESSMENT RESULTS

EXERCISE 2 (Grade 8)

Number Correct	% of Students	
0	0	
1	0	
2	0	
3	0	
4	2	
5	0	
6	0	
7	0	
8	0	
9	0	
10	0	
11	0	
12	0	
13	0	
14	0	
15	0	
16	0	
17	0	
18	0	
19	0	
20	1	
21	1	
22	1	
23	1	
24	2	
25	4	
26	2	
27	6	
28	10	*
29	9	
30	13	
31	16	
32	20	
33	12	

*Interpretation Panel cut-off point.

PROOFREADING SKILLS: QUOTATION MARKS

This skill is referred to as SKILL 82 in the Assessment of Written Expression reports.

IN COURT TODAY

EDITOR'S NOTE: This page has all of the punctuation left out. Please correct the story.

ASSIGNMENT: Put in all the punctuation that is needed. The first sentence is done for you.

The trial of John Vickers, the local poet, ended today.

The judge asked Do you find the prisoner guilty or not guilty

Not guilty replied the foreman of the jury

A woman spectator shouted Thank goodness

The jury is dismissed said the judge and may leave the courtroom

PROOFREADING SKILLS: QUOTATION MARKS EXERCISE 2

IN COURT TODAY

EDITOR'S NOTE: This page has all of the punctuation left out. Please correct the story.

ASSIGNMENT: Put in all the punctuation that is needed. The first sentence is done for you.

MARKING KEY

The trial of John Vickers, the local poet, ended today.

The judge asked, "Do you find the prisoner guilty or not guilty?"

"Not guilty," replied the foreman of the jury.

↑or: !

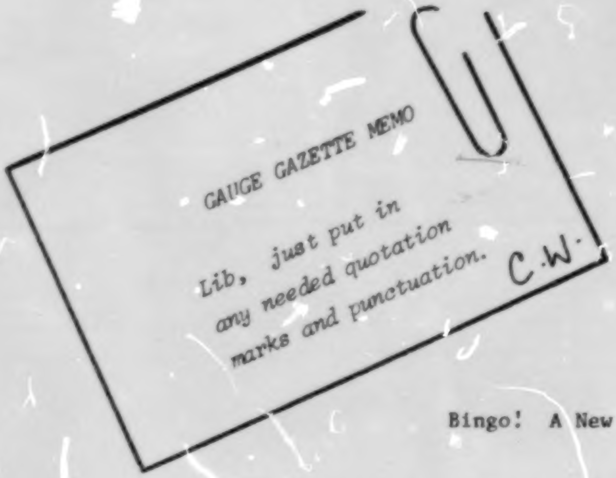
A woman spectator shouted, "Thank goodness!"

"The jury is dismissed," said the judge, "and may leave the courtroom."

POSSIBLE SCORE = 19

PROOFREADING SKILLS: QUOTATION MARKS

EXERCISE 3



GAUGE GAZETTE MEMO

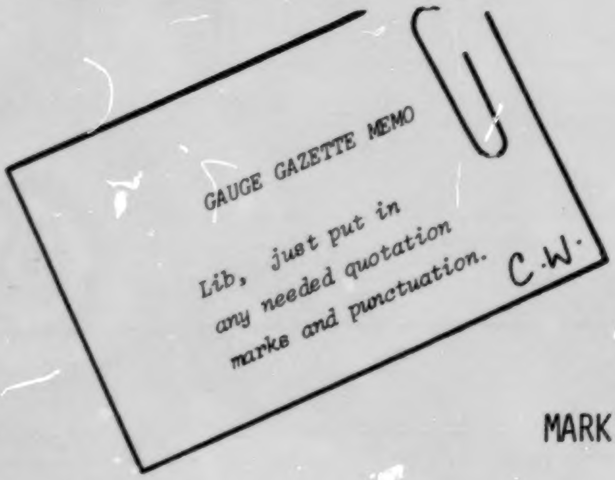
Lib, just put in
any needed quotation
marks and punctuation.
C.W.

Bingo! A New Firetruck!

The real winner at the Canada Day Bingo will be the Gauge Fire Department. Proceeds from this year's Giant Bingo will help to bring a new firetruck to town. We really need this new pumper commented Fire Chief Homeniuk in an exclusive interview. When the pressure is low it's hard for my men to control a fire.

He pointed to the bingo prizes on display. Tell your readers he said that fire protection is the best prize of all.

PROOFREADING SKILLS: QUOTATION MARKS **EXERCISE 3**


GAUGE GAZETTE MEMO

Lib, just put in any needed quotation marks and punctuation. C.W.

MARKING KEY

Bingo! A New Firetruck!

The real winner at the Canada Day Bingo will be the Gauge Fire Department. Proceeds from this year's Giant Bingo will help to bring a new firetruck to town. "We really need this new pumper," commented Fire Chief Homeniuk in an exclusive interview. "When the pressure is low it's hard for my men to control a fire."

He pointed to the bingo prizes on display. "Tell your readers," he said, "that fire protection is the best prize of all."

POSSIBLE SCORE = 11

PROOFREADING SKILLS: QUOTATION MARKS

PROVINCIAL ASSESSMENT RESULTS

EXERCISE 2 (Grade 8)

Number Correct	% of Students
0	1
1	0
2	0
3	2
4	2
5	2
6	3
7	4
8	3
9	3
10	3
11	3
12	5
13	5
14	6
- - - - - - - - - -	- - - - - - - - - -*
15	7
16	9
17	11
18	12
19	19

EXERCISE 3 (Grade 12)

Number Correct	% of Students
0	5
1	3
2	3
3	4
4	3
5	2
6	5
7	7
8	7
9	16
- - - - - - - - - -	- - - - - - - - - -*
10	12
11	33

*Interpretation Panel cut-off point.

PROOFREADING SKILLS: ABBREVIATIONS

This skill is referred to as SKILL 83 is the Assessment of Written Expression reports.

PROOFREADING SKILLS: ABBREVIATIONS

EXERCISE 2

COMMON ABBREVIATIONS

EDITOR'S NOTE: To help people write a Classified ad, I've decided to give a list of common abbreviations.

ASSIGNMENT: Write the abbreviations for these words. The first is done for you.

Grade 8 Gr. 8

Social Studies ________

Street ________

Friday ________

Mister ________

telephone ________

British Columbia ________

January ________

Post Office ________

Doctor ________

number ________

year ________

Ontario ________

Company ________

et cetera ________

kilometre ________

COMMON ABBREVIATIONS

EDITOR'S NOTE: To help people write a Classified ad, I've decided to give a list of common abbreviations.

ASSIGNMENT: Write the abbreviations for these words. The first is done for you.

MARKING KEY

Grade 8	Gr. 8
Social Studies	S.S. or Soc.St
Street	St.
Friday	Fri.
Mister	Mr.
telephone	tel. or tele. or ph.
British Columbia	B.C.
January	Jan.
Post Office	P.O.
Doctor	Dr. or M.D.
number	no.
year	yr.
Ontario	Ont.
Company	Co.
et cetera	etc.
kilometre	Km.

POSSIBLE SCORE = 15

PROOFREADING SKILLS: CAPITAL LETTERS AND PUNCTUATION

PROVINCIAL ASSESSMENT RESULTS

EXERCISE 3 (Grade 12)

Number Correct	% of Students
0	0
1	0
2	0
3	0
4	0
5	1
6	1
7	1
8	1
9	2
10	4
11	6
12	6
13	7
14	8
15	7
16	9
17	9
18	6
19	7
20	6
21	5
22	5
23	3
	*
24	3
25	2
26	<1
27	<1
28	<1

*Interpretation Panel cut-off point.

PROOFREADING SKILLS: APOSTROPHES

This skill is referred to as SKILL 84 in the Assessment of Written Expression reports.

EDITOR'S NOTE: The apostrophes have been left out of this letter to Dear Ellie. Please put in all the apostrophes that are needed.

Dear Ellie:

Ive never written to you before but weve got a problem. Theres a dog hanging around our house. Its lost its collar and we cant find out whose dog it is. My dads really angry. Hed like to call the Pound because the dogs been digging up my moms garden and chewing up my two sisters toys. It wouldnt matter so much if the dog was ours.

Ellie, the dogs eyes look so sad. He could be some childrens pet. Theyre probably looking all over for him. The dog doesnt look hungry. Its coat is healthy. Its just unhappy. What should we do?

Animal Lover.

PROOFREADING SKILLS: APOSTROPHES

EXERCISE 2

EDITOR'S NOTE: The apostrophes have been left out of this letter to Dear Ellie. Please put in all the apostrophes that are needed.

Dear Ellie:

Ive never written to you before but weve got a problem. Theres a dog hanging around our house. Its lost its collar and we cant find out whose dog it is. My dads really angry. Hed like to call the Pound because the dogs been digging up my moms garden and chewing up my two sisters toys. It wouldnt matter so much if the dog was ours.

Ellie, the dogs eyes look so sad. He could be some childrens pet. Theyre probably looking all over for him. The dog doesnt look hungry. Its coat is healthy. Its just unhappy. What should we do?

Animal Lover.

PROOFREADING SKILLS: APOSTROPHES EXERCISE 2

EDITOR'S NOTE: The apostrophes have been left out of this letter to Dear Ellie. Please put in all the apostrophes that are needed.

MARKING KEY

Dear Ellie:

I've never written to you before but we've got a problem. There's a dog hanging around our house. It's lost its collar and we can't find out whose dog it is. My dad's really angry. He'd like to call the Pound because the dog's been digging up my mom's garden and chewing up my two sisters' toys. It wouldn't matter so much if the dog was ours.

Ellie, the dog's eyes look so sad. He could be some children's pet. They're probably looking all over for him. The dog doesn't look hungry. Its coat is healthy. It's just unhappy. What should we do?

Animal Lover.

NOTE: UNDERLINED WORDS ARE SCORED AS A CORRECT RESPONSE IF NO APOSTROPHE IS ADDED.

POSSIBLE SCORE: 19

PROOFREADING SKILLS: APOSTROPHES

PROVINCIAL ASSESSMENT RESULTS

EXERCISE 2 (Grade 8)

Number Correct	% of Students
0	10
1	0
2	0
3	0
4	2
5	1
6	1
7	2
8	4
9	6
10	7
11	10
12	12
13	9
14	10 *
15	11
16	7
17	4
18	3
19	1

*Interpretation Panel cut-off point.

PROOFREADING SKILLS: SENTENCE STRUCTURE

This skill is referred to as SKILL 85 in the Assessment of Written Expression reports.

TOWN TEAM TRIUMPHS !

EDITOR'S NOTE: This copy was taken over the telephone and needs to have a few words changed before it is good enough to print. Can you try to make each sentence a little better?

ASSIGNMENT: Try to correct or improve each of the following sentences. You can change the sentences by crossing out, changing, or adding words.

The home run was hit not by a regular player but with a pinch-hitter.

The ball sailed over the first-base man, over the right-field fence, and the parking lot.

The people jumped to their feet, waved, and are cheering madly.

After the game, when it was over, the players carried the pinch-hitter on their shoulders.

The TV crew decided they should stay at the park and to interview the pinch-hitter.

As I pushed my way through the crowd you could feel the excitement.

TOWN TEAM TRIUMPHS !

EDITOR'S NOTE: This copy was taken over the telephone and needs to have a few words changed before it is good enough to print. Can you try to make each sentence a little better?

ASSIGNMENT: Try to correct or improve each of the following sentences. You can change the sentences by crossing out, changing, or adding words.

MARKING KEY

The home run was hit not by a regular player but ~~with~~ by a pinch-hitter.

The ball sailed over the first-base man, ~~over~~ the right-field fence, and the parking lot. or: add "over" after "and."

The people jumped to their feet, waved, and ~~are~~ cheer~~ing~~ed madly.
or: "..., waving and cheering..."

After the game ~~when it~~ was over, the players carried the pinch-hitter on their shoulders. or: delete "when it was over."

The TV crew decided they should stay at the park ~~and~~ to interview the pinch-hitter. or: "to stay."

As I pushed my way through the crowd ~~you~~ I could feel the excitement.

NOTE: ONLY THE MOST FREQUENTLY OCCURING RESPONSES ARE INDICATED HERE.

POSSIBLE SCORE = 6

PROOFREADING SKILLS: SENTENCE STRUCTURE

EXERCISE 3

I'm afraid this has a lot of errors, at least one in every sentence. Among the mistakes, you may find verb errors, pronoun errors, partial sentences, run-on sentences and misplaced modifiers. I want you to change each sentence just enough to make it correct. Use your best judgment. I've already corrected the first two sentences.

C.H.

"The Canada Day celebration will be the biggest ~~it~~ Gauge has ever held!" said chairman Bill Reeves. He pointed out that three new competitions - logrolling, pie - eating, ~~a contest to see who can eat the most pies~~, and old-time fiddling - have been added. Chairman Reeves went on to say that people who want to enter any competition should better get entry forms from off of Dr. Roberts. If there aren't no entries, there won't be no contest.

Well, the Canada Day program which begins at 10 a.m. on July 1 ended at midnight. Buses will have reserved parking from other towns. Most local people they will be walking or bike. To get to the fair grounds go to the end of Main Street, cross over the bridge and the main gates.

Each of the service clubs are entering a float in the parade, but just between you and I, the hospital float looks a sure winner. Fresh caught from the ocean, the local Lions Club will barbecue salmon from 5 until 7 in the evening for $3.00 you can have salmon with salad, coffee and pie. You can't scarcely do better than that! The finals of the softball tournament are scheduled for 7 p.m., 8 p.m. and 9 p.m. at the same time the Alouettes, will entertain in the Arena. Until the dancing starts.

At midnight the fireworks display will be over and all those who were lucky enough to attend what will be remembered as the best Canada Day celebration yet.

If it rained the program will take place either in the agricultural hall or cancelled.

I'm afraid this has a lot of errors, at least one in every sentence. Among the mistakes, you may find verb errors, pronoun errors, partial sentences, run-on sentences and misplaced modifiers. I want you to change each sentence *just enough to make it correct*. *Use your best judgment. I've already corrected the first two sentences.* C.W.

MARKING KEY

"The Canada Day celebration will be the biggest ~~it~~ Gange has ever held!" said chairman Bill Reeves. He pointed out that three new competitions - logrolling, ~~a contest to see who can eat the most pies~~ pie - eating, and old-time fiddling - have been added. Chairman Reeves went on to say that people who want to enter any competition should ~~better~~ get entry forms from ~~off of~~ Dr. Roberts. If there aren't ~~no~~ any entries, there won't be ~~no~~ a contest.

~~Well~~, ~~t~~ The Canada Day program, which begins at 10 a.m. on July 1, ~~ended~~ ends at midnight. Buses [from other towns] will have reserved parking. Most local people ~~they~~ will be walking or riding bikes. To get to the fair grounds, go to the end of Main Street, cross over the bridge and ADD A VERB HERE the main gates.

Each of the service clubs ~~are~~ is entering a float in the parade, but just between you and ~~I~~ me, the hospital float looks like a sure winner.

'FRESH' MUST MODIFY SALMON

/ Fresh caught from the ocean, the local Lions Club will be barbecuing salmon

PROOFREADING SKILLS: SENTENCE STRUCTURE EXERCISE 3

from 5 until 7 in the evening. For ~~for~~ $3.00 you can have salmon with salad, coffee and pie. You can't ~~[illegible]~~y do better than that! The finals of the softball tournament are scheduled for 7 p.m., 8 p.m. and 9 p.m. At ~~at~~ the same time the Alouettes x will entertain in the Arena x until U~~ntil~~ the dancing starts.

At midnight the fireworks display will be over and all those who were lucky enough to attend what will be remembered as the best Canada Day celebration yet. ← Create a complete sentence.

If it rain~~ed~~s the program will either take place either in the agricultural hall or be cancelled.

NOTE: ONLY THE MOST FREQUENTLY OCCURING CORRECTIONS HAVE BEEN INDICATED.

POSSIBLE SCORE = 25

PROOFREADING SKILLS: SENTENCE STRUCTURE

PROVINCIAL ASSESSMENT RESULTS

EXERCISE 2 (Grade 8)

Number Correct	% of Students
0	7
1	6
2	8
3	14
- - - - - - - -	- - - - - - - -*
4	19
5	25
6	21

EXERCISE 3 (Grade 12)

Number Correct	% of Students
0	1
1	0
2	0
3	0
4	1
5	1
6	1
7	1
8	2
9	4
10	4
11	5
12	6
13	9
14	8
15	11
16	13
17	10
18	9
- - - - - - - -	- - - - - - - -*
19	7
20	4
21	2
22	<1
23	<1
24	<1
25	0

*Interpretation Panel cut-off point.

PROOFREADING SKILLS: APPROPRIATE WORD CHOICE

This skill is referred to as SKILL 86 in the Assessment of Written Expression reports.

PROOFREADING SKILLS: APPROPRIATE WORD CHOICE

EXERCISE 2

TEST YOUR WORD POWER

EDITOR'S NOTE: This is last week's word power feature. Your job is to make up the Answers to Our Word Power Test for printing in this week's edition. Just circle the right choice in each pair -- the typesetter will do the rest.

ASSIGNMENT: Circle the right choice in each pair of words. The first has been done already.

We've had an election hear [✓ here]. Pacific High School voted to chose choose
a new student council counsel. When the principal principle announced the result,
it was quiet quite a surprise. The winners where were all girls accept except
for one boy. The boys were was unhappy to lose loose, but it should
teach learn them a lesson: it don't doesn't do to get to too confident.
They should have of worked harder theirselves themselves. This is the kind
of situation you could adapt adopt into a play! The winners will now
select a chairperson and a teacher who's whose job is to help them.
I don't know no, but I think their they're there going to work good well together.

TEST YOUR WORD POWER

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ASSIGNMENT: Circle the right choice in each pair of words. The first has been done already.

MARKING KEY

We've had an election hear [✓ here]. Pacific High School voted to chose [✓ choose] a new student [✓ council] counsel. When the [✓ principal] principle announced the result, it was quiet [✓ quite] a surprise. The winners where [✓ were] all girls accept [✓ except] for one boy. The boys [✓ were] was unhappy to [✓ lose] loose, but it should [✓ teach] learn them a lesson: it don't [✓ doesn't] do to get to [✓ too] confident. They should [✓ have] of worked harder theirselves [✓ themselves]. This is the kind of situation you could [✓ adapt] adopt into a play! The winners will now select a chairperson and a teacher who's [✓ whose] job is to help them. I don't [✓ know] no, but I think their [✓ they're] there going to work good [✓ well] together.

POSSIBLE SCORE = 18

PROOFREADING SKILLS: APPROPRIATE WORD CHOICE

EXERCISE 3

GAUGE GAZETTE MEMO

Do this test yourself so that the answers will be ready to print next week.

C. W.

TEST YOUR WORD POWER!

Once again our editor, Clarence Wenzel, challenges our readers to test their word power. In our story below are pairs of words which are often confused. Circle the correct word. Answers will be printed in next week's Gazette.

* * * * * * * * * * *

The Grand Parade will assemble at the Fire Hall at 9 o'clock. Contestants will be their there for quite quiet a time so that judges can choose chose the best float.

At 10 o'clock the Parade will precede proceed to the Arena where the principle principal judge will award the prize. If the floats are like last year's, it will be an honour even to loose lose .

The group who's whose float is the most original will except accept the prize on the Arena stage. Their They're expected to make a short speech speach . Every Canadian could of could have learned an important lesson about national unity from last year's winner. Her advice advise was for each family in Gauge to adopt adapt a family in another province. We can expect wise council counsel from this year's winner to too .

PROOFREADING SKILLS: APPROPRIATE WORD CHOICE **EXERCISE 3**

GAUGE GAZETTE MEMO

Do this test yourself so that the answers will be ready to print next week.

C. W.

TEST YOUR WORD POWER!

Once again our editor, Clarence Wenzel, challenges our readers to test their word power. In our story below are pairs of words which are often confused. Circle the correct word. Answers will be printed in next week's Gazette.

MARKING KEY

The Grand Parade will assemble at the Fire Hall at 9 o'clock. Contestants will be their [✓ there] for [✓ quite] quiet a time so that judges can [✓ choose] chose the best float.

At 10 o'clock the Parade will precede [✓ proceed] to the Arena where the principle [✓ principal] judge will award the prize. If the floats are like last year's, it will be an honour even to loose [✓ lose] .

The group who's [✓ whose] float is the most original will except [✓ accept] the prize on the Arena stage. Their [✓ They're] expected to make a short [✓ speech] speach. Every Canadian could of [✓ could have] learned an important lesson about national unity from last year's winner. Her [✓ advice] advise was for each family in Gauge to [✓ adopt] adapt a family in another province. We can expect wise council [✓ counsel] from this year's winner to [✓ too] .

POSSIBLE SCORE = 15

PROOFREADING SKILLS: APPROPRIATE WORD CHOICE

PROVINCIAL ASSESSMENT RESULTS

EXERCISE 2 (Grade 8)

Number Correct	% of Students
0	1
1	0
2	0
3	0
4	0
5	0
6	0
7	0
8	1
9	0
10	1
11	4
12	4
13	7
14	13
----------	----------*
15	16
16	19
17	23
18	11

Exercise 3 (Grade 12)

Number Correct	% of Students
0	0
1	0
2	0
3	0
4	0
5	0
6	0
7	1
8	0
9	3
10	6
11	8
----------	----------*
12	17
13	24
14	29
15	12

*Interpretation Panel cut-off point.